

QUESTION & ANSWER BANK
2022-23

STD 9

English

TamilNadu Government
Samacheer Kalvi New Syllabus

UNIT -1

PROSE

LEARNING THE GAME

I. CHOOSE THE APPROPRIATE SYNONYMS FOR THE UNDERLINED WORDS:

1. I often tried to emulate the mannerisms of my favourite players.
a. disregard **b. imitate** c. overlook d. observe
2. I wanted to pursue cricket seriously.
a. assist b. retreat **c. follow** d. give up
3. I felt somewhat overawed with so many people around.
a. undaunted b. supported **c. impressed** d. surprised
4. My induction into the Mumbai cricket could have ended in failure-but Ajit's insistence.
a. dissolution b. rejection c. elimination **d. inclusion**
5. The schedule was rigorous.
a. easy **b. severe** c. gentle d. flexible
6. He would talk to me about the nuances of batting.
a. shades b. antiquity c. disgrace d. history
7. I would always ask my father to treat me to a special fruit cocktail near the club.
a. sauce b. cake **c. mixed drink** d. pav bhaji
8. Sir would spot me in the melee and virtually drag me out.
a. peaceful place b. theatre c. harmony hall **d. Confused crowd**
9. Practise hard and see what magic can transpire.
a. stop b. remove c. vanish **d. reveal**
10. He was a strict disciplinarian and did everything he could for me.
a. lenient **b. stern** c. easy going d. tolerant

II. CHOOSE THE APPROPRIATE SYNONYMS FOR THE UNDERLINED WORDS:

1. From a very early (i) age, I played tennis-ball cricket with my colony friends. I loved watching cricket on television and in our games, I often (ii) tried to emulate (iii) the mannerisms of my favourite players, Sunil Gavaskar and the West Indian legend (iv) Viv Richards. Ramakant Achrekar Sir ran (v) summer camps too.
i) (a) late **(b) initial** (c) middle (d) later
ii) (a) rarely (b) seldom (c) sometimes **(d) frequently**
iii) (a) disregard **(b) imitate** (c) overlook (d) observe
iv) (a) unknown (b) orthodox **(c) celebrity** (d) obscurity
v) (a) rush (b) moving fast (c) hasten **(d) conduct**
2. I had never batted in the nets before and felt somewhat overawed (i) with so many people around. When I was asked to bat, I was not at all comfortable (ii). With Sir watching me so closely, I failed to make an impact (iii). Sir called Ajit aside (iv) and informed him that I was perhaps (v) too young to make the camp.
i) (a) undaunted **(b) impressed** (c) supported (d) surprised
ii) **(a) cozy** (b) hard (c) harsh (d) unpleasant

- iii) (a) agreement **(b) impression** (c) concord (d) discord
 iv) (a) besides **(b) beside** (c) upside (d) preside
 v) (a) unlikely (b) impossibly **(c) may be** (d) emphatically
3. The schedule was rigorous (i) and I would be exhausted (ii) by the end of the day. For the first few days, Ajit accompanied (iii) me, to get me used to the routine (iv). During the bus journeys, he would talk to me about the nuances (v) of batting, and I always enjoyed these conversations a lot.
- i) (a) easy (b) flexible (c) gentle **(d) severe**
 ii) **(a) tired** (b) active (c) refreshed (d) energetic
 iii) (a) abandoned (b) starnded **(c) joined** (d) deserted
 iv) (a) different **(b) regular** (c) strange (d) unusual
 v) **(a) shades** (b) antiquity (c) disgrace (d) history
4. There was never quite enough (i) time for the pockets to dry (ii) out completely, and for the entire (iii) duration of the camp I played with wet pockets. By the middle of the summer camp, Sir had started taking an active (iv) interest in my batting and at the end of two months, inoformed Ajit that I had the potential (v) to be a good cricketer if I practised all year round.
- i) (a) insufficient (b) scarce **(c) adequate** (d) deficit
 ii) (a) damp **(b) moistureless** (c) humid (d) wet
 iii) (a) partial (b) abridged **(c) complete** (d) falwed
 iv) (a) apathetic (b) idnorant (c) lethargic **(d) dynamic**
 v) (a) limitation (b) ineptitude **(c) capacity** (d) weakness

III. CHOOSE THE APPROPRIATE ANTONYMS FOR THE UNDERLINED WORDS:

- I wanted to pursue cricket seriously.
a. continue **b. give up** c. follow d. chase
- It helped me to build up physical and mental stamina.
a. strength b. vigour c. force **d. weakness**
- Dirty clothes often added to the embarrassment.
a. shame **b. comfort** c. awkwardness d. humiliation
- Winning the one rupee coin used to give me immense satisfaction.
a. extensive **b. little** c. enormous d. great
- Practice hard and see what magic can transpire.
a. reveal b. emerge c. result **d. hide**
- He was a strict disciplinarian.
a. easy going b. stern c. tough d. draconian
- I would be exhausted by the end of the day..
a. accepted **b. tired** c. excepted d. tedious
- Don't waste your time playing insane games with these kids.
a. bizarre b. lunaitc **c. sensible** d. crazy
- I'd often take the bus or train from Bandra to Church gate.
a. usually **b. rarely** c. regularly d. frequently

10. When I was asked to bat, I was not at all comfortable.

- a. affluent **b. uneasy** c. contented d. cozy

IV CHOOSE THE APPROPRIATE ANTONYMS FOR THE UNDERLINED WORDS:

1. Ajit was in the room with my father at the time and they both accepted (i) that it was necessary if cricket was to be my priority (ii). My father sat me down and explained that while he did not have any objections to my changing schools, I should do so only if I was really serious (iii) about playing cricket. I assured (iv) him I was, and so it was agreed (v) that I should move to Shardashram Vidhyamandir.

- i) (a) endorsed (b) approved **(c) rejected** (d) agreed
ii) (a) prime concern **(b) unimportance** (c) preference (d) supremacy
iii) (a) arduous (b) grave (c) ambitious **(d) light minded**
iv) (a) convinced **(b) doubted** (c) ensured (d) guaranteed
v) (a) concurred (b) concealed **(c) disagreed** (d) assented

2. On days when I wasn't so lucky (i), it was still a challenge just to stand with the kitbag, because the bus conductors would inevitable (ii) complain about me taking up the space of another passenger. It could be embarrassing (iii) because the conductors were often rude (iv) and would sometimes ask me to buy (v) two tickets.

- i) (a) fortunate (b) prosperous (c) happy **(d) unlucky**
ii) (a) unavoidable (b) surely **(c) avoidable** (d) eventually
iii) (a) shameful **(b) pleasant** (c) humiliating (d) awkward
iv) **(a) polite** (b) impolite (c) indelicate (d) coarse
v) (a) acquire (b) procure (c) get **(d) sell**

3. Even though I loved (i) cricket, there were still occasional days when playing with my friends at home was such fun (ii) that I would conveniently (iii) forget I was supposed (iv) to go to the nets. If I didn't turn up, Achrekar Sir would jump on to his scooter and come (v) to find me. He would spot me in the melee and virtually drag me out.

- i) (a) adored (b) cherished **(c) hated** (d) esteemed
ii) (a) amusement **(b) boredom** (c) enjoyment (d) glee
iii) (a) suitably (b) favourably (c) desirably **(d) inconveniently**
iv) **(a) unlikely** (b) presumed (c) likely (d) assumed
v) (a) arrive (b) appear **(c) go** (d) enter

V ANSWER THE FOLLOWING QUESTIONS IN ONE OR TWO SENTENCES.

1. **Who were Sachin's favourite players?**

Sunil Gavaskar and the west Indies legend VIV Richards were Sachin's favourite players.

2. **What was special about Shardashram Vidyamandir in Mumbai?**

Ramakant Achrekar Sir was the cricket coach, at Shardashram Vidyamandir in Mumbai.

3. **What was the opportunity that transformed the life of Sachin?**

The opportunity transformed the life of Sachin was that he felt more at ease and soon started to hit the ball well. At that time his Sir agreed to let him join the camp.

4. What sort of conversations did Ajit and Sachin have while travelling?

While travelling they both would talk about nuances of batting.

5. What routine did Sachin follow in washing his clothes?

Sachin had only one set of cricket clothes and his routine work was to wash them as soon as he returned from each session.

6. What did Achrekar inform Ajit?

Achrekar informed Ajit that Sachin had the potential to be a good cricketer if he practised all year.

7. What was the suggestion given by Achrekar to Sachin's father?

Achrekar suggested Sachin's father that Sachin had to change schools if he wanted to pursue in cricket.

8. What acted as a safety valve?

All the excess energies were getting channelled into cricket. This acted as a kind of safety valve.

9. What did Sachin do during the thirty minute break?

During the break, Achrekar would give some money to Sachin to have a vadapav.

10. What is the intense 'fifteen minutes' mentioned?

Achrekar would place a one rupee coin on top of the stumps. If Sachin was not out, the coin was his. Winning the one-rupee coin used to give him immense satisfaction.

11. What did Sachin's father do to just make Sachin happy?

Sachin's father would buy him a special fruit cocktail to make him happy.

12. What did embarrass Sachin in the bus?

Sometimes the bus conductors would inevitably complain about Sachin taking up the space of another passenger.

13. What made Sachin forget to go to the nets?

When playing with his friends at home, he would forget to go to the nets.

14. What did Achrekar advise Sachin?

Achrekar would advise not to waste time by playing insane games as cricket is waiting for him.

15. What was coach Achrekar's first impression on Sachin?

Achrekar's first impression was that Sachin was too young to join the camp.

16. Why did Sachin feel that the schedule of the camp was rigorous?

His practise time was between 7.30 am and 10.30 am in the morning and again from afternoon till late evening made Sachin feel rigorous.

17. What did serve as a very personal coaching manual to Sachin?

While travelling Ajit and Sachin would talk about the nuances of batting. Ajit gave Sachin some thoughts about batting.

18. Why was Sachin asked to change the school?

Sachin was asked to change his school because the school in which he studied did not have cricket facilities and a coach. So Sachin's father changed his school.

19. What was the condition laid down by Sachin's father for changing the school?

Sachin was allowed to change school only if he was serious about playing cricket.

20. How did the act with the one rupee coin help Sachin become a good cricketer?

The act with one-rupee coin helped Sachin to become a good cricketer. Though he would get exhausted, it helped him to build up physical and mental stamina.

21. What did help Sachin to build his physical and mental stamina?

Sachin repeated the practice right through his summer holidays. The routine helped him build up his physical and mental stamina.

22. Which incident triggered the coach to be angry on Sachin?

Once, Sachin bunked his daily evening practise to watch an inter-school cricket match not anticipating that sir would be there. So the coach was angry.

23. Why do you think Achrekar punished Sachin?

Achrekar punished Sachin when he tried to give him a very important lesson. I think it was because he might have been inattentive.

24. 'I owe myself to him' - what does sachin mean by this?

Achrekar sir made Sachin a great cricketer. He is grateful to him and his training. So he means to comment 'I owe myself to him'.

VI. ANSWER THE FOLLOWING IN A PARAGRAPH:

1. 'Achrekar was a sincere coach' substantiate.

Ramakant Achrekar Sir was the cricket coach at Shardasharam. He gave importance to the game of cricket. He ran summer camps too. He would accept anyone of his choice. He gave rigorous practice in the morning and evening. Sachin impressed sir by his batting. He inducted Sachin into the cricket camp. He never allowed any one to bunk the daily practice in the morning and evening. Sir recommended the changing of school. Sachin moved to Shardashram which had all the facilities. Sir was kind and a very strict coach too. He also punished Sachin on one occasion. He was angry when Sachin bunked his evening practice. He advised him not to play insane games with other boys. Achrekar made Sachin a great cricketer. Sachin owed himself to his cricket coach Achrekar.

2. Narrate in your own words the hardships underwent by Sachin to become a great cricketer.

From a very early age, Sachin played cricket. His favourite players were Sunil Gavaskar and Viv Richards. Achrekar Sir was at Shardashram as a cricket coach. He also conducted a summer camp. Ajit took sachin for a trial to the camp. Sachin impressed Sir and joined the camp. The sessions were held every morning and evening at Shivaji park. He had rigorous practice for several hours. He was exhausted by the end of the day. He had only one set of uniform clothes. His duty was to wash them and dry it out in the sun and wear it in the morning and afternoon. He practiced cricket seriously. Achrekar placed a one rupee coin on the top of the stumps. Sachin avoided getting out to own the coin. About seventy boys were fielding to bowl Sachin. He hit every ball and safe guarded himself. Once he bunked his daily evening practice and Sir was angry with him. Sachin owed himself to his cricket coach.

3. Quote the sentences which you find most inspiring from 'Learning The Game' how do they inspire you? Explain.

The most inspiring sentences that I find in this lesson ' Learning The Game' are '**Practice hard and see what magic can transpire**' '**Choose something you enjoy and really want to do and you will be successful**' The cricket coach Achrekar Sir advices Sachin Tendulkar through these sentences. He conducted a

camp too. Sachin joined the camp at the mercy of the coach. He underwent a rigorous training in the camp. he travelled from Bandra to church gate either by bus or train. He was often embarrassed by the conductors in the bus. His coach did not allow him to play with his friends. Sachin chose cricket,practiced very hard and became a prominent cricketer following the advice of his disciplinarian coach.

TEXTUAL QUESTIONS

VOCABULARY

C. MATCH THE WORDS IN COLUMN A WITH THEIR SYNONYM IN COLUMN B.

| | A | B |
|---|---------|------------|
| 1 | ease | effortless |
| 2 | evolve | progress |
| 3 | excess | surplus |
| 4 | survive | endure |
| 5 | immense | great |

D. MATCH THE WORDS IN COLUMN A WITH THEIR ANTONYM IN COLUMN B.

| | A | B |
|---|-------------|-------------|
| 1 | concentrate | distract |
| 2 | inevitable | preventable |
| 3 | occasional | continual |
| 4 | complete | incomplete |
| 5 | insane | wise |

E. HOMONYMS

USE THE WORDS GIVEN BELOW IN YOUR OWN SENTENCES SO AS TO GET DIFFERENT MEANINGS. ONE IS DONE FOR YOU.

| | |
|---------|--|
| cricket | Cricket is a popular sport. |
| | A cricket is active at night. |
| bank | I went to bank to deposit money. |
| | The river bank is polluted. |
| will | My grandfather wrote his will. |
| | We will come with you. |
| bark | Dogs bark at strangers. |
| | The bark of neem tree has medicinal value. |
| watch | I bought a watch. |
| | We will watch you. |
| bat | Bats are nocturnal animals. |
| | He hit the ball with his bat. |

F. HOMOPHONES

HOMOPHONES ARE WORDS WITH SIMILAR SOUND BUT DIFFERENT SPELLING AND MEANING. CONSULT A DICTIONARY, TO FIND THE HOMOPHONES FOR THE GIVEN WORDS.

| | ANSWERS | | ANSWERS |
|---------|---------|------------|---------|
| 1) in | inn | 6) right | write |
| 2) know | no | 7) were | where |
| 3) be | bee | 8) bare | bear |
| 4) to | two | 9) herd | heard |
| 5) watt | what | 10) throne | thrown |

G. PREFIX AND SUFFIX

LOOK AT THE PREFIXES GIVEN AND FRAME TWO NEW WORDS FOR EACH PREFIX AND SUFFIX. ONE IS DONE FOR YOU.

PREFIX:

| Prefix | Word - 1 | Word - 2 |
|--------|-------------|---------------|
| sub | subway | subconscious |
| un | untold | unwise |
| re | reunion | rewind |
| en | enable | enrage |
| dis | disoriented | disorganised |
| ir | irregular | irresponsible |

SUFFIX:

| Suffix | Word - 1 | Word - 2 |
|--------|-------------|--------------|
| ly | suddenly | happily |
| or | distributor | actor |
| ness | kindness | darkness |
| er | typewriter | teacher |
| ian | electrician | musician |
| ist | economist | nutritionist |

WRITING:

K. YOUR FRIEND WHO LIVES IN ANOTHER TOWN/ CITY HAS WON HIS/ HER CHAMPIONSHIP TROPHY IN THE RECENT SPORTS MEET. WRITE A LETTER CONGRATULATING HIM/ HER.

27 May 2019

Chennai

Dear Ancy,

Congratulations on winning the Championship Trophy in the sports meet held in Nehru Athletic Stadium in Hyderabad. We knew you will rock. You are born to win. I

heard you received gold medals in 100 m and 200 m dash and a silver medal in 4 x 100 m relay. That's great. Your hard work, determination and tireless effort have enabled your win. Hats off to you! We are waiting here to hear from you the experience that you underwent and who was your tough competitor.

Waiting eagerly to listen from you. I hope you will be back soon.

Yours friendly,

XYZ

Address on the envelope:

To

Ancy

56, Court Road,

Hydrebad.

- L. COLLECT INFORMATION FROM NEWSPAPERS, MAGAZINES, PERIODICALS AND BOOKS ABOUT ANY TWO FAMOUS SPORTSWOMEN. PREPARE THEIR PROFILES. USE THE FOLLOWING FORMAT:**

| Name: P.V. Sindhu | Details |
|--------------------------------------|--|
| Date of birth | 5th July 1995 |
| State/ Team she represents | Andhra Pradesh, India |
| Sports/ Games she is associated with | Badminton |
| Debut (first entry) | Sub-junior Asian Badminton Championship in 2009 |
| Best in her career | Silver Medal in 2016 Rio Olympics |
| Hobbies | Watching movies |
| Awards/ Medals received | Padma Shri, Arjuna Award, Rajiv Gandhi Khel Ratna Award. |

| Name: Sakshi Malik | Details |
|--------------------------------------|---|
| Date of birth | 3rd September 1992 |
| State/ Team she represents | Haryana, India |
| Sports/ Games she is associated with | Wrestling |
| Debut (first entry) | International Debut in 2014 Commonwealth Games |
| Best in her career | Bronze Medal in 2016 Summer Olympics |
| Hobbies | Travelling, Yoga |
| Awards/ Medals received | Padma Shri, Arjuna Award, Rajiv Gandhi Khel Ratna Award |

CREATIVE WRITING:

M. WRITE A NEWSPAPER ARTICLE IN ABOUT 100 WORDS, COMPARING THE ACHIEVEMENTS OF THE TWO SPORTSWOMEN BASED ON THE INFORMATION YOU HAVE ALREADY COLLECTED.

TWO SPORTS WOMEN

Sakshi Malik, an Indian wrestler from Haryana was born on 3rd September 1992. P.V. Sindhu the Indian Badminton player was born on 5th July 1995. Both of them have given their presence in International Debut in the year 2009 and 2014 respectively. They participated and won medals in 2016 Rio Olympics, after which they were awarded Padma Shri, the fourth highest civilian award in India. They hold innumerable records both National and International. Sakshi has come from a land of female infanticide. She broke all odds and finally made the country proud. From Sindhu, the country can learn about what you can do when you have the best coaches around.

O. ANAGRAMS:



NOW TRY TO SOLVE THESE ANAGRAMS.

Answers:

| | | |
|---|----------|----------|
| 1 | ELBOW | Bowel |
| 2 | SECTION | Notices |
| 3 | VIEWER | Review |
| 4 | RIPPLES | Slipper |
| 5 | NEEDLESS | Lessened |

GRAMMAR

A. CHOOSE THE MOST APPROPRIATE PREPOSITION FROM THE BRACKETS.

1. We have been living in Chennai eight years, (for / since)
2. Abdul has taken his father, (after / at)
3. Vimal generally goes to his workplace bus. (by / on)
4. The cricket ball was hidden the leaves, (among / between)
5. Mani divided his toys his brothers and sisters, (among / between)

B. IDENTIFY THE PREPOSITIONS IN THE GIVEN SENTENCES AND UNDERLINE THEM.

1. Riya borrowed a dress from me and lent it to her friend, Mary.
2. When I moved back to the city, things had changed considerably.
3. The burglar found the keys under the pot in the balcony.
4. Prabhu was hiding behind the door when his sister came looking for him.
5. My dog sat on my hat and squashed it.

C. COMPLETE THE PASSAGE BY FILLING IN APPROPRIATE PREPOSITIONS FROM THE LIST- (WITH, OUT, TO, IN, FROM, DURING, OF, FOR, BY). SOME PREPOSITIONS MAY BE USED MORE THAN ONCE.

In Tamil Nadu, a very interesting form of recitation named Villupattu developed (a) during the 15th century. Villupattu means bow-song because a bow-shaped musical instrument (b) with strong high tension string is used (c) for placing it (d) in an earthen pitcher. It is believed that this narrative form was an invention (e) by Arasa Pulavar. The troupe gives its performance mostly (f) during temple festivals. There are seven to eight persons in a troupe who form a kind (g) of chorus that supports the main singer-narrator. When the chief narrator sings, the chorus takes (h) out the refrain (i) from the song and repeats it in unison. The whole party sits (j) on the ground and performs (k) with a lot (l) of gesticulation and facial expression to suit the narrative they have taken. The ballad style songs are composed (m) in the rural dialect which appeals (n) to the audience who sometimes join the troupe (o) with suitable notes or words.

D. FRAME SENTENCES USING THE PREPOSITIONAL PHRASES GIVEN IN THE BOX.

1. Students can benefit from knowing the basic parts of a sentence.
2. When Ram was away from home, his brother had to stand in his place to take over all his responsibilities.
3. An overnight stay at a luxury hotel was a cherished experience for Naanika.
4. My daughter has decided to go into freelance computer programming.
5. Santosh prepared for the NEET exam as his ambition was to become doctor.
6. Teachers make students pay for their mistakes.
7. Don't rely on local weather reports.
8. Students like to joke about their friends.
9. A crew consisting of ten members was appointed for rescuing the victims.
10. A nurse is attending to him after surgery.

E. GIVEN BELOW IS A PICTURE OF A CARNIVAL. COMPLETE THE FACTUAL DESCRIPTION BY FILLING IN THE BLANKS WITH APPROPRIATE PREPOSITIONS.

A thiruvizha (festival) is a source of excitement and thrill for villagers. The village thoroughfare wears a festive look, as the open spaces are cleaned, spruced up and

decorated (a) with colourful streamers. People throng the premises (b) to catch a glimpse (c) of their village deity (d) in a magnificently decorated chariot, and pay their respects. There is a big crowd (e) near the food stalls that serve free piping hot sakkarai pongal (sweet pongal), lemon rice and curd rice. People (f) from nearby villages and towns display their wares attractively, and call out loudly (g) to the people (h) to buy their wares. Cotton candy, cut raw mangoes smothered (i) with salt and chili powder, boiled groundnuts, murukku, sweets, buttermilk, etc., are sold. Men, women, grandmas, grandpas and little children dressed (j) up in their best clothes, enjoy the Thiruvizha greatly. You can hear the shrieks (k) of happy children enjoying the rides on ferris wheels and carousels, elders looking (l) at each other with smiles on their faces. The entire day is spent (m) with fun and gaiety. All the village people irrespective of their age, look forward (n) to the thiruvizha every year.

WRITING:

F. WRITE A LETTER TO YOUR FRIEND, DESCRIBING THE JOY OF CELEBRATING FESTIVALS IN A VILLAGE, WITH THE INPUTS GIVEN ABOVE.

21 Jan 2019

Chennai

Dear Manju,

Hope you celebrated the Pongal festival with great joy. I went to my village for the festival holidays this time. It was the most joyous and memorable period of my life. I shall never forget this. You live in city and for you a festival means a holiday. Here in village, they gather in a common place and celebrate. All of them rise early and actively participate in the rituals. All the ladies make pongal and offer it to Sun God . On the third day of festival, we went to fair and played on giant wheel and merry-go-round. We ate lots of fresh food and fruits. Then we watched the dancers performing folk dances. We also went to the river, to swim and then bathe in the water. Time was spent observing and being with nature. It was full of fun! The joy of celebrating festivals in a village is truly unforgettable.

Yours friendly,
Deepa

Address on the envelope:

To

S. Manju
13, Temple Street,
Madurai.

PROJECT :

G. YOUR CLASS HAS TO STAGE A PUPPET SHOW IN THE ASSEMBLY OPEN FORUM ON THE TOPIC 'CHILD LABOUR'. DIVIDE YOURSELVES INTO GROUPS AND DISCUSS THE REQUIREMENTS FOR THE PRESENTATION LIKE STORYLINE, CHARACTERS, DIALOGUES, CHOICE OF PUPPETS AND MUSIC FOR THE INTERLUDE: NOW COMPLETE THE DIALOGUES GIVEN BELOW.

Ramesh : Let us, present a Puppet Show on CHILD LABOUR for our Assembly Open Forum

Mohammed : That is a very good idea! Let us start planning right away.

- Geetha : **We need to discuss about storyline, characters, dialogues, choice of puppets and music for the interlude.**
- Leema : I suggest we begin with the storyline first.
- Mani : **How many characters do we need then?**
- Ramesh : We can have around five characters.
- Mohammed : **What is the ideal topic for puppet show of ours?**
- Meena : We can focus on the problems of poverty and illiteracy as the major reasons for child labour.
- Ramesh : **Can I explore the market for buying some good stick puppets?**
- Leema : I am good at making stick puppets. I will make them myself. But I require some help.
- Mani : I **can help out. Tell me, how and when to begin?**
- Leema : Thank you, Mani. Let us stay back after the meeting and discuss.
- Ramesh : **Have we arranged some musical instruments for background music?**
- Meena : I think we should have some music for the interlude.
- Geetha : That would make it really interesting. I will get my music group to start working on the tunes for our puppet show.

POEM

STOPPING BY WOODS ON A SNOWY EVENING

A. MEMORY POEM: (MEMORIZE THE FULL POEM)

B. READ THE POETIC LINES AND ANSWER THE QUESTIONS

1. *He will not see me stopping here
To watch his woods fill up with snow*
 - (i) **Who does 'he' refer to?**
He refers to the owner of the forest
 - (ii) **Identify the season with these lines ?**
Winter season
2. *My little horse must think it queer
To stop without a farm house near*
 - (i) **Who is the speaker?**
The speaker is Robert Frost
 - (ii) **Why should the horse think it queer?**
The horse thinks it queer because it stopped without a farmhouse near.
 - (iii) **Pick out the rhyming words .**
queer - near
3. *He gives his harness bells a shake
To ask if there is some mistake*
 - (i) **Whom does 'he' refer to in these lines?**
He refers to the horse

(ii) Why does 'he' give his harness bells a shake?

He give his harness bell a shake to find "if there is any mistake"

(iii) How does the horse communicate with the poet ?

The horse communicate by shaking his harness bells to communicate.

4. *The woods are lovely, dark and deep ,
but I have promises to keep .*

(i) How are the woods?

The woods are lovely, dark and deep

(ii) Who does 'I' refer to ?

I refers to the poet

(iii) What are the promises the speaker is taking about?

Duties and responsibilities are the promises.

5. *And miles to go before I sleep
And miles to go before I sleep.*

(i) Why has the poet repeated the last line?

To keep up his promise

(ii) Explain: miles to go before I sleep.

He wanted to complete all his work before he goes to sleep.

C. COMPLETE THE SUMMARY OF THE POEM BY FILLING IN THE BLANKS.

After a long travel the poet entered a forest. He wondered to whom the woods belongs. He realizes that the owner of the woods lived in a village. He thought that the owner would not be able to see him stopping in his woods to watch the snow fill the woods. The poet felt that the horse would think it was very strange to stop near the woods as he had never been there before. He was actually standing between the woods and frozen lake. The time was evening. The horse indicated that the poet has made a mistake by shaking its head. The poet felt that the woods are lovely, dark and deep. He suddenly realized that he had wordly duties and responsibilities which would not allow him to stand in the woods for a long time.

D. ANSWER THE QUESTIONS IN THREE OR FOUR SENTENCES

1. **What information does the poet highlight about the season and the time of the day in the poem ?**

The season and the time of the day in the poem is winter season and night time .

2. **In which way is the reaction of the speaker different from that of the horse? What does it convey?**

The speaker enjoys the scene of the snow filled woods but the horse finds it strange to stop in the woods without a farm house in the evening.

3. **What are the sounds heard by the poet ?**

The poet hears the soft gentle sound of the breeze.

4. **The poet is aware of two choice .what are they? what choice does he make ultimately?**

The poet has two choices either to stay and watch the woods filled with snow or return to his village. The poet's choice was to go to his village.

5. Pick out words from the poem that bring to mind peace and quite.

"The woods filled up with snow", "The darkest evening"

"Easy wind", "downy flakes", "lovely dark and deep"

E. IDENTIFY THE RHYMING SCHEME USED IN EACH STANZA.

| STANZA | RHYMING SCHEME |
|--------|----------------|
| 1 | aaba |
| 2 | bbca |
| 3 | ccdc |
| 4 | dddd |

F. COMPLETE THE TABLE BY IDENTIFYING LINES, AGAINST THE POETIC DEVICES FROM THE POEM.

| POETIC DEVICE | LINES FROM THE POEM |
|-----------------|--|
| Alliteration | sound's the sweep |
| Personification | My little horse must think it queer, To stop without a farmhouse near; |
| Repetition | And miles to go before I sleep; |
| Imagery | dark and beautiful |

WRITING:

G. ANSWER THE FOLLOWING IN A PARAGRAPH IN ABOUT 80 - 100 WORDS

- 1) It is said that, "the choices made by one, shapes one's destiny". Ponder on the thought and write a paragraph.

The choices made by one, shapes one's destiny. This is the theme of the poem 'Stopping by Woods on a Snowy Evening' by Robert Frost. The biggest choice that he wrestles with is whether to return to the warmth and safety of the village or to stay and watch the woods fill up with snow. The poet finds it hard to decide. He ultimately decides to return home, but it seems to take all of his will power.

SUPPLEMENTARY

THE ENVOUS NEIGHBOUR

I. READ THE FOLLOWING SENTENCES AND IDENTIFY THE SPEAKER -

- "If you please, Mr.Dog, we should be much obliged to you if you would show us a place with plenty of money in it". - The wicked old couple
- "Cause the pine tree, under which, I am buried to be cut down and made into a mortar" - Dog.
- I have the power of reviving dead trees and causing them to flower - The wicked old man
- I think its a mighty strange thing - Prince
- "Bow, Wow, Wow!" Wagging his tail - Dog

II. REARRANGE THE FOLLOWING SENTENCES IN THE CORRECT ORDER -

1. One day as the old folks went out to work in their garden, the dog went with them.
2. In the old, days there lived an honest man with his wife.
3. The place was full of gold pieces and silver and all sorts of precious things buried there.
4. The old people thought that there must be something nice to eat under the ground
5. The dog stopped short and began to bark and wagged his tail.

ANSWER:

1. In the old, days there lived an honest man with his wife.
2. One day as the old folks went out to work in their garden, the dog went with them.
3. The dog stopped short and began to bark and wagged his tail.
4. The old people thought that there must be something nice to eat under the ground.
5. The place was full of gold pieces and silver and all sorts of precious things buried there.

III. SUMMARY

THE ENVIOUS NEIGHBOUR

An honest man and his wife lived with a pet dog. One day when the couple went to work in their garden. There the dog stopped at a place and started to bark. So the couple dug there and found gold and silver. They gathered the treasure and bought rice-fields and corn fields. They became wealthy. Their neighbours, envied them and borrowed the dog, they led the dog into the garden. At last, the dog stopped at a spot and sniffed. They hastily dug the spot but found nothing. Being disappointed, the old couple killed the dog. The honest man felt sad about the death of his pet. That night, the dog appeared in his dream and instructed him to cut down the pine tree and make a mortar. The old man ground his rice in mortar, as the dog said. But each grain of rice turned into treasure. Seeing this, the wicked couple borrowed the mortar. But as soon as they used it, all their rice turned into filth. So in anger, they broke and burnt it. One night the dog appeared again in the old man's dream. It told him to sprinkle the ashes of the burnt mortar on withered trees then the dead trees would begin to blossom. A prince utilised his power and gave him a rich reward. The envious neighbour also collected the ashes and went to the Prince's palace and did the same. But the dead trees did not blossom. He was beaten by the servants of prince. At last the wicked couple mended their ways.

V. READ THE PASSAGE AND ANSWER THE QUESTIONS

One night the dog appeared to him again in a dream and told him what had happened adding that if he would take the ashes of the burnt mortar and sprinkle them on the withered trees. The trees would revive and suddenly put out flowers. After saying this, the dream vanished and the old man who had heard for the first time of the loss of his mortar ran weeping to his neighbour's house and begged them to give back the ashes of his treasure.

Question and Answer

1. Who appeared in the dream?

The dog appeared in the dream.

2. What did the dog tell to take?

The dog told to take the ashes of the mortar.

3. Did the old man demand to the neighbour?

No, the old man did not demand to the neighbour.

4. On what did the dog tell to sprinkle the ashes?

The dog told to sprinkle the ashes on trees.

5. Give a suitable title

The Envious Neighbour.

TEXTUAL QUESTIONS

A. IDENTIFY THE CHARACTER OR SPEAKER OF THE FOLLOWING LINES.

1. They gathered the treasure. - The honest old couple
2. The pine tree under which, I am buried, to be cut down and made into a mortar. - The dog to the good old man
3. They dug, and found nothing but a quantity of dirt and nasty offal. - The envious neighbours
4. He had not to wait long before he was called into the prince's palace, and ordered to exhibit his power - The envious old man
5. BOW, WOW, WOW! - The dog

B. BASED ON YOUR UNDERSTANDING OF THE STORY CHOOSE THE RIGHT ANSWERS FROM THE GIVEN OPTIONS.

1. **The old farmer and his wife loved the dog ____.**
(a) because it helped them in their day-to-day work.
(b) as if it was their own baby.
(c) as they were kind to all living beings.
2. **When the old couple became rich, they ____.**
(a) gave the dog better food.
(b) invited their greedy neighbours to a feast.
(c) lived a comfortable life and were generous towards their poor neighbours.
- 3) **The greedy couple borrowed the mortar to make**
(a) rich pastry and bean sauce.
(b) magic ash to win rewards.
(c) a pile of gold.

C. ANSWER THE FOLLOWING QUESTIONS IN A PARAGRAPH OF ABOUT 80 TO 100 WORDS.

- 1) **The old farmer was a kind person. Justify the statement with suitable examples from the story.**

The old farmer was a kind man. He helped the poor and the needy with what he had. He had a pet dog, which they used to feed with fish and tit-bit from their kitchen. One day, when their dog helped them in getting wealth, they did not take all for themselves. But gave alms to the poor and then bought for themselves rice fields and corn fields. When his neighbour killed his dog, he did not scold him. He just wept for his pet, kept some food, burnt incense and adorned its grave with flowers. He also showed his kindness to his envious neighbours by giving them a share of his own riches.

2) How did the dog help the farmer even after its death?

The dog appeared in his dream, and told him to cut the pine tree and make it into a mortar and use it, thinking of it, as if it were the dog itself. The old man did as he was told. When he ground his rice in it, each grain turned into some rich treasure.

3) Why did the Prince reward the farmer but punish the neighbour for the same act?

The prince rewarded the farmer because he made all the withered plum and cherry trees in the palace to shoot out and put forth flowers. So the prince was happy with his magical powers and sent him home rejoicing with plenty of presents. Whereas the neighbour of the good old man was punished as he couldn't perform the act of reviving the trees, after scattering the ashes on them. The ashes flew into the prince's eyes and mouth, blinding and choking him. So the guards caught him and beat him almost to death.

4) Bring out the difference between two neighbours with suitable examples to support your view.

The old farmer was an honest and a kind person. He showed kindness to everyone and helped the needy at all times. But his neighbour was an envious person. He was covetous and a stingy old man. These qualities of the two neighbours were clearly shown in the story, when they nursed the dog. The good old man fed it with fish and titbit from his own kitchen. But when the dog was borrowed for a few days by his neighbour, he prepared a great feast for it not out of concern but to flatter it to show them the place of wealth. Earlier, the dog had received nothing but cuffs and kicks from this wicked man. When the dog did not help the wicked man, he killed it. The wicked did a lot of misdeeds to the good old farmer. Yet they forgave him and his wife and gave them a share of their own riches.

D. REFER TO WHAT HAPPENS IN THE FOLKTALE AND COMPLETE THE STORY WITH THE HELP OF THE HINTS GIVEN IN THE MIND MAP.

- (1) There lived an honest man with his wife, who had a favourite _____ (dog, which) got a treasure.
- (2) There dwelt a covetous and stingy old man and woman _____ (who came and borrowed the dog).
- (3) The wicked old couple seized the dog, and _____ (killed it).
- (4) They broke the mortar _____ (and burnt it)
- (5) They collected all the ashes that remained _____ (and put them in a basket).

UNIT 2

PROSE

I CAN'T CLIMB TREES ANYMORE

I. CHOOSE THE APPROPRIATE SYNONYMS FOR THE UNDERLINED WORDS:

1. He was glad to see that the Jack fruit tree still stood at the side of the building casting its shade on the wall.
a. **throwing** b. dancing c. lighting d. showering

2. At the spot where he stood, there had once been a **turnstile**.
a. plant **b. revolving gate** c. shrub d. tree
3. He stood on the grass **verge** by the side of the road and looked over the garden wall at the old house.
a. corner b. at the top **c. at the edge** d. middle
4. when she was tired of **pruning** rose bushes and bougainvillea.
a. augmenting b. growing **c. trimming** d. spreading
5. It was on the tip of his tongue to make a **witty** remark.
a. funny **b. intelligent** c. awkward d. foolish
6. He did not look very **prosperous**.
a. poor **b. flourishing** c. well d. popular
7. 'Middle-aged man on the flying trapeze' he **muttered** to himself.
a. utter in a low voice b. speak loudly c. shouted d. screamed
8. He **slithered** down into a flowerbed.
a. stood **b. slipped** c. looked d. sat
9. He **shattered** the stem of a hollyhock.
a. pasted **b. broke** c. joined d. attached
10. They stood on either side of the wall **appraising** each other.
a. talking b. shouting **c. assessing** d. commenting

II Choose the appropriate synonyms for the underlined words:

1. He stood on the grass **verge(i)** by the side of the road and looked over the garden wall at the old house. It hadn't changed much. The **old(ii)** house built with solid **blocks(iii)** of granite wasn't **altered(iv)** at all. But there was a new outhouse, and there were **fewer(v)** trees.
 i) (a) middle **(b) edge** (c) sphere (d) outfield
 ii) (a) fresh (b) current (c) new **(d) ancient**
 iii) (a) balls (b) openings (c) edges **(d) bars**
 iv) (a) retained (b) worsened **(c) changed** (d) not updated
 v) (a) other **(b) less** (c) more (d) outsize
2. As they walked across the grass he **spotted(i)** a stone bench under a mango tree. It was the bench on which his grandmother used to **rest(ii)**, when she was **tired(iii)** of **pruning(iv)** rose bushes and bougainvillea. 'Let's just sit here,' he said. 'I don't want to go inside.' She sat **beside(v)** him on the bench.
 i) (a) cleaned (b) unstained (c) bleached **(d) noticed**
 ii) (a) hurry **(b) relax** (c) struggle (d) move
 iii) (a) fresh (b) energetic **(c) weary** (d) active
 iv) **(a) trimming** (b) watering (c) lengthening (d) augmenting
 v) (a) further (b) father **(c) near** (d) apart from
3. She didn't understand that, but she walked with him to the gate and waited. Where the road **turned(i)**, he looked back and waved to her. Then he **quickened(ii)** his steps and moved **briskly(iii)** towards the bus stop. There was **sprightliness(iv)** in his step, and something cried **aloud(v)** in his heart.
 i) (a) straightened **(b) revolved** (c) departed (d) flourished
 ii) **(a) fastened** (b) lagging (c) slowed (d) weakened
 iii) (a) listlessly **(b) actively** (c) sluggishly (d) slowly
 iv) (a) laziness (b) inactivity (c) indolence **(d) liveliness**
 v) (a) inaudibly (b) placidly **(c) in a loud noise** (d) vaguely

III. CHOOSE THE APPROPRIATE ANTONYMS FOR THE UNDERLINED WORDS:

1. The old house built with solid blocks of granite wasn't altered at all.
a. changes **b. fixed** c. turned d. transferred
2. He was glad to see that the Jackfruit still stood at the side of the building.
a. happy b. merry **c. sad** d. joyful
3. A blessing rests on the house, where the shadow of a tree falls.
a. curse b. gratitude c. luck d. chance
4. She was only twelve or thirteen with lively eyes and long black hair.
a. dull b. active c. enthusiastic d. hopeful
5. The man burst out laughing.
a. wailing b. grinning c. mocking d. kidding
6. He got up on the wall all right, but had to rest there, breathing heavily.
a. strongly **b. lightly** c. calmly d. amply
7. You found it after all'.
a. got b. regained **c. lost** d. captured
8. 'Yes, I was so excited at the time.
a. joyful b. happy c. merry **d. calm**
9. I was a bit of crow, you know, collecting bright things and putting them away.
a. **scattering** b. throwing c. gathering d. putting
10. Something cried aloud in his heart.
a. big b. small c. large **d. silent**
11. He did not look prosperous.
a. success **b. failure** c. victorious d. downtrodden

IV. CHOOSE THE APPROPRIATE ANTONYMS FOR THE UNDERLINED WORDS:

1. They were silent(i) for sometime. The man closed his eyes and remembered other times-the music of a piano, the chiming of a grandfather clock, the constant(ii) twitter of budgerigars on the veranda, his grandfather cranking up the old(iii) car....'I used to climb(iv) the jackfruit tree,'he said, opening(v) his eyes.
i) (a) quiet (b) mute **(c) aloud** (d) dumb
ii) **(a) inconsistent** (b) continual (c) uninterrupted (d) regular
iii) (a) archaic **(b) modern** (c) antique (d) vintage
iv) (a) rise (b) ascent **(c) descend** (d) mount
v) (a) fling (b) chinking (c) clefting **(d) closing**
2. 'No, no. Not after(i) climbing the garden wall. Let's just sit here for a few(ii) minutes and talk. I mentioned the jackfruit tree because it was my favourite(iii) place. Do you see that thick(iv) branch stretching out over the roof? half way along it there's a small(v) hollow in which I used to keep some of my treasures.'
i) (a) later (b) back (c) next **(d) before**
ii) (a) petty **(b) many** (c) scanty (d) slight
iii) (a) choice (b) ideal **(c) disliked** (d) main
iv) (a) obtuse **(b) thin** (c) dull (d) dense
v) (a) little (b) tiny (c) minor **(d) big**
3. "I left it in the jackfruit tree." "You left it in the tree?" "Yes, I was so excited(i) at the time, packing and saying goodbye to people and thinking about the ship I was going to sail on that I simply(ii) forgot all about it". She quietly(iii) said, "It may still(iv) be there. In the hollow(v) part of the branch".

- | | | | |
|--------------------|-------------------|-------------------|----------------------|
| i) (a) thrilled | (b) stimulated | (c) aroused | (d) bored |
| ii) (a) merely | (b) hardly | (c) just | (d) plainly |
| iii) (a) gently | (b) softly | (c) loudly | (d) calmly |
| iv) (a) even now | (b) so far | (c) yet | (d) no longer |
| v) (a) subliminate | (b) consecrate | (c) defile | (d) solemnize |

V ANSWER THE FOLLOWING QUESTIONS IN ONE OR TWO SENTENCES:

1. What was the old house built with?

The old house was built with solid blocks of granite which was not altered at all.

2. Does the visitor still live in the house?

No, the narrator does not live in the house.

3. What did the visitor hide in the jackfruit tree?

The visitor hid an iron cross in the jackfruit tree.

4. When did the visitor actually hide the iron cross?

The visitor actually hid the iron cross before twenty five years.

5. Explain: "Blessing rest on the house where the shadow of a tree falls?"

It means that one who plants a tree will be blessed for ever.

6. What did the writer observe about the house?

He observed that nothing had changed but there was a new outhouse and few more trees. He was glad to see that the Jack fruit tree was still there.

7. What was the local superstition about trees?

"Blessing rest on the house where the shadow of a tree falls".

8. What did the visitor do with the turnstile when he was a boy?

When he was a boy he would swing on it going round and round until he was quite dizzy.

9. Who is the owner of the house now?

Now the owner of the house is colonel.

10. Why did the visitor return to his old house?

The narrator returned to his old house to recall his young age.

11. How did he get back the Iron cross?

The narrator told about his past that there was a small hollow in the jack fruit tree in which he used to keep his treasures from that he got back the Iron cross.

12. How did the grandfather get the iron cross?

The grandfather got the iron cross as an award for bravery during the first world war. He got it from a German soldier.

13. What did he do with the old Iron cross?

He took the Iron cross from her and again gifted back to the little girl.

14. Where had he left his childhood treasures?

He left it in his old house and took back his memories.

VI ANSWER THE FOLLOWING QUESTIONS IN A PARAGRAPH

1. Imagine yourself as the writer and narrate the story of your visit to your ancestral house?

The story underlines a very basic and an important theme of human lives "Searching the memories of old days", by going back to the places of youth and childhood. As a small boy, I enjoyed my childhood days and recollected my memories with all my friends. When I was young I often go to my grandmother's house because of the pleasant climate and nature. I have spent a lot of time with her during my summer vacation. I remember the mountains trees, some of them were planted by me. I often remember climbing on the mango tree which was beside the house. Most of the time I had spent my time on the mango tree by climbing or by hiding himself in a game. I too have hid many things considering as treasures. As the author had gone back to the past, even I had gone to my past which is the sweetest part of my life. We realize it after crossing it.

2. The man who came to the house gave the cross as a gift. Why did he do this? What do you think would have happened if he had taken back the cross with him?

The author felt what all he had collected as a treasure was not very valuable, because the things which he collected may come and go. Iron cross was a German decoration awarded for bravery during World War-I. He also knew that his grandfather got this iron cross from German Soldier. As it was not his property he had given the iron cross to the little girl so that this may be valued for the next generation. If he would have taken back the Iron cross with him, he would have lost his memories.

TEXTUAL EXERCISES

- A. BASED ON YOUR UNDERSTANDING OF THE STORY, INDICATE EITHER 'T' (TRUE) OR 'F' (FALSE) AGAINST THE COLUMNS.

| S.No. | Statement | T/F |
|-------|---|-----|
| 1 | The visitor had hidden a few old coins in the tree. | T |
| 2 | The jack fruit tree was still there. | T |
| 3 | As a boy the visitor used to swing on the turnstile. | T |
| 4 | The visitor had sold the house. | T |
| 5 | A girl came out of the house. | T |
| 6 | The visitor's grandfather used to sit on the stone bench. | F |
| 7 | The visitor was able to remember the music of a piano. | T |
| 8 | The visitor was able to climb the jack fruit tree. | F |
| 9 | The purpose of the visit of the narrator was to buy his ancestral house back. | F |
| 10 | The visitor climbed over the wall easily. | F |

- B. BASED ON YOUR UNDERSTANDING OF THE STORY, ANSWER THE FOLLOWING QUESTIONS BY CHOOSING THE CORRECT ANSWER.

1. The story I Can't Climb Trees Anymore highlights the importance of
(a) old age (b) youth (c) adulthood (d) middle age

2. The house which was visited by the man
 (a) **remained unchanged.** (b) was totally changed.
 (c) was slightly repaired. (d) was given a facelift.
3. Who said, "A blessing rests on the house where the shadow of a tree falls"?
 (a) **Grandmother** (b) Uncle (c) Grandfather (d) The visitor
4. The visitor came back to the house because he
 (a) wanted to see the jackfruit tree. (b) **was looking for his lost youth.**
 (c) wanted to look again at his old house (d) wanted to buy the house.
5. The visitor gifted the to the little girl.
 (a) **iron cross** (b) marbles (c) bronze medal (d) old coins

D. MATCH THE WORDS IN COLUMN A WITH THE MEANINGS IN COLUMN B BY DRAWING A LINE AS SHOWN.

Answers:

| S.NO. | A | B |
|-------|---------------|---------------------------------|
| 1 | pruning | trimming a plant |
| 2 | chiming | emitting a sound |
| 3 | drenched | soaked |
| 4 | dizzy | shaky |
| 5 | prosperous | flourishing |
| 6 | sprightliness | lively |
| 7 | treasure | a collection of precious things |
| 8 | rusty | ancient |

E. READ THESE SHORTENED FORMS OF WORDS AND WRITE THE FULL FORM FOR THE REMAINING WORDS AND COMPLETE THE TABLE GIVEN BELOW.

| | | |
|----|----------|----------------|
| 1 | You'd | You had/ would |
| 2 | They've | They have |
| 3 | He'd | He had/ would |
| 4 | He's | He is |
| 5 | Wasn't | Was not |
| 6 | Isn't | Is not |
| 7 | Doesn't | Does not |
| 8 | Aren't | Are not |
| 9 | Wouldn't | Would not |
| 10 | Can't | Cannot |

WRITING:

- G. ON SEEING THESE PICTURES, YOU WOULD HAVE GONE DOWN YOUR MEMORY LANE. WRITE A PARAGRAPH IN ABOUT 50 WORDS DESCRIBING YOUR FAVOURITE SPORT WHEN YOU WERE YOUNG.**

MY FAVOURITE SPORT

GILLI DANDA

It is an amateur sport. The game is played with two sticks; one large called danda and the other one-fourth of the size of large stick called gilli with tapered ends. The players are divided in two teams to play this game, the hitter team and the opponent team. The danda is used to flick the short gilli into the air, and hit again to make it travel to a maximum distance. In case the hitter is unable to flick the gilli. their turn gets over after three chances. The hitter's score is measured by the distance from the place where he hit the gilli while it is up in the air. If the opposing team catches the gilli, then the hitter ends his chance.

CREATIVE WRITING:

- I. WRITE A LETTER TO YOUR FRIEND DESCRIBING YOUR ANCESTRAL HOUSE.**

22 May 2019

Chennai

Hi Vijay,

After a long period, I had the opportunity to revisit my ancestral house. Each and every moment was very valuable in my life. My maternal grandparents' house in the midst of widespread greenery, a big house with unending halls and large rooms. The house was painted white with ample car parking area. My ancestral house was an antique piece due to its magnificence and splendor. The house also had the magnetic Rolls Royce car which was bought by my grandfather. I liked the view on the first floor near the balcony from where I could see the beautiful scenery of fields at the rear side while the market at the other side. Nearly fifty people can live here. The lovely garden at the backyard has beautiful flowers. I enjoy being here. I welcome you here.

Convey my regards to all at home.

Yours friendly,
Bala

Address on the envelope:

To

Vijay

23, Chari road,

Salem

GRAMMAR

- A. WORK WITH A PARTNER AND FILL IN THE TABLE WITH INFORMATION ABOUT YOUR LOCALITY. YOU MAY ADD MORE INFORMATION, IF NECESSARY. WHEN YOU FINISH FILLING THE TABLE, WRITE A SHORT PARAGRAPH COMPARING THE TWO PLACES.**

| Locality | Your Place | Your Partner's Place |
|----------------------------------|----------------|----------------------|
| proximity to the railway station | 10 mins | 20 mins |
| proximity to the airport | 30 mins | 10 mins |
| number of shopping centres | 1 | - |
| number of temples | 10 | 20 |
| important heritage centres | lake view park | temples |
| sea, lakes, rivers or ponds | lakes | ponds |
| traffic | heavy | heavy |

I stay in Madipakkam. My partner lives in Nanganallur. My house is very close to Velachery railway station. But it is quite far from Chennai airport. Whereas Nanganallur is close to airport. Grand Mall is at a walkable distance from my house. But in case of my partner there are no malls as it is renowned as temple city. It is one of the important heritage centers of Chennai. Madipakkam is surrounded by lakes. It is a water logging area. There are no drainage and water connection. Media shows my place during raining season as the boats come to rescue and the food supply is from the air through helicopters.

- B. GIVE YOUR OPINION AND COMPARE THE ITEMS IN EACH PICTURE USING -ER, MORE, LESS, OR AN IRREGULAR FORM. USE THE WORDS. YOU MAY FORM YOUR SENTENCES IN MORE THAN ONE WAY.**

ANSWERS:

- 1.(a) Indian food is healthier than Italian food.
(b) No other food is as healthy as Indian food.
(c) Indian food is more calorific than junk food.
- 2.(a) Motor bikes are not safer than cycles.
(b) Bicycle is the most eco-friendly vehicle.
(c) Bicycle is economical.
- 3.(a) Android phones are trendy.
(b) Android phones are more interesting than radio.
(c) Android phones also act as one of the best education tools.
- 4.(a) Train journey is safe.
(b) Train journey is quicker than bus.
(c) Train journey is one of the most comfortable forms of transport.
5. (a) Wooden chair is sturdy.
(b) Cushion chair is cozier than wooden chair.
(c) Cushion chair is the costliest of all chairs available in the market.

C. LOOK AT THE BAR-GRAPH. WRITE FIVE SENTENCES USING THE APPROPRIATE DEGREES OF COMPARISON.

ANSWERS:

1. Paragliding was more popular in the year 2001 than 2017.
2. Bungee Jumping was the most favourite adventure sports in India in the year 2017.
3. Surfing was only liked by 10% of people in the year 2017.
4. Bungee Jumping was more popular than Rock Climbing in the year 2017.
5. 20% of the people loved rafting as adventure sport in the year 2017.

POEM

A POISON TREE

A. READ THE FOLLOWING LINES AND ANSWER THE QUESTIONS GIVEN BELOW

1. *I was angry with my friend*
I told my wrath my wrath did end.
 - (i) **Who does 'I' refer to?**
I refers to the poet William Blake
 - (ii) **How did the anger of the poet come to an end?**
When the speaker was angry he expressed his anger to his friend
2. *And I watered it in fears*
Night and morning with my tears
 - (i) **What does 'it' refer to?**
It refers to the poet's anger
 - (ii) **How is it watered?**
It is watered day and night with tears
3. *In the morning glad I see my*
My foe out stretched beneath the tree
 - (i) **How did the poet feel in the morning?**
The poet feels happy in the morning
 - (ii) **Who is the foe referred to here?**
The foe referred to here is the poet's enemy
 - (iii) **Why was the foe found lying out stretched beneath the tree?**
The foe was found lying out stretched beneath the tree because the foe had stealthily eaten the poison apple.
4. *And it grew both day and night*
Till it bore an apple bright
 - (i) **Who does it refer to?**
It refers to the anger of the poet's enemy.
 - (ii) **What does 'apple' signify?**
'Apple' signifies the apple of Eden garden
 - (iii) **What grew both day and night?**
The anger grew both day and night.

B. COMPLETE THE SUMMARY BY FILLING IN THE GIVEN SPACES WITH SUITABLE WORDS.

Once the poet was angry with his friend. He expressed his (i) anger and it ended. They became friendly but when he grew angry with his foe, he (ii) suppressed it and allowed his anger to grow. Day and night he watered it with his tears allowing it to grow. He (iii) faced his foe with false smiles and cunning tricks. The tree kept growing and yielded a bright apple which (iv) attracted his foe to eating it stealthily during the night. The next morning the poet was happy to see his foe lying (v) outstretched under the tree.

C. ANSWER THE FOLLOWING QUESTIONS IN ABOUT 80-100 WORDS.

1. How did the poet's anger with his friend end?

The poet describes getting angry with his friend. As the poet is angry at his friend he expresses his feeling and the anger ended. But at the same time his anger grew inside like a tree. Finally this tree bears the fruit in the form of a beautiful apple. The enemy desires it and steals the apple in the night. The poet is now glad that his friend is dead.

2. Describe how his anger kept growing:-

The poet is angry with his friend. He tells the friend about it and his wrath did end. However, when he was angry with his enemy, he kept the anger hidden, allowing it to grow. His wrath, which is watered in tears and grows into a poison tree. The tree bears 'a bright apple' that the speaker's enemy desires.

3. Describe the effect of the poisonous fruit on the enemy

The poet's anger is hidden and it grows day by day into a poison tree. The tree bears an apple fruit that the poet's foe desires. The greedy enemy takes the fruit even though he knows it belongs to the speaker and eats it. The next morning the speaker is glad to find his foe lying out stretched beneath the tree.

D. FIGURES OF SPEECH

Pick out at least two instances of alliteration from the poem.

- | | |
|---|---------------|
| 1. <i>I was angry with my friend</i> | was - with |
| 2. <i>Night and morning with my tears</i> | morning - my |
| 3. <i>And with soft deceitful tears</i> | with - wiles |
| 4. <i>Till it bore an apple bright</i> | bore - bright |

E. READ THE FOLLOWING LINES FROM THE POEM AND ANSWER THE QUESTIONS THAT FOLLOW.

1. *I was angry with my friend*
I told my wrath, my wrath did end
I was angry with my foe
I told it not, my wrath did grow

(i) Pick out the rhyming words

- a. Friend - end
- b. Foe - grow

(ii) What is the rhyme scheme of the stanza?

The rhyme scheme of the stanza is aa bb

(iii) Identify the figure of speech in the title of the poem

Personification

6. *And I watered it in tears*

Night and morning with my tears

(i) What figure of speech is used in watered it in tears?

Personification

G. ANSWER THE FOLLOWING IN ABOUT 80-100 WORDS. TAKE IDEAS FROM THE POEM AND ALSO USE YOUR OWN IDEAS.

1. Recall a recent situation when you became angry. What were the consequences of your anger? After listening to the guidelines on anger management, find out how well you could have handled the situation. Write your findings.

"When you squeeze an orange, orange juice comes out – because that's what is inside. When you are squeezed, what comes out is what is inside." – Wayne Dyer. I don't remember what the specific dates were of the incident but I do remember it involved my supervisor at the time. I think she had reacted in a way that I didn't like.

2. What might have caused the conflict which led to the poet becoming angry with his enemy? Think of one such situation that you have experienced. Describe how you felt and how the enmity grew and things became worse.

For the poet, it must have been quite personal life changing issue than professional conflict. When my father was taken to hospital for jaundice, he was detected of pancreatic cancer. At that time my elder sister who had always projected herself as a decision maker kept silent because of the fear of deadly disease. She did not play her part well. I naturally became very angry with her and stopped talking. When our father died, she did not play her role in the ceremonial practices but brought a whole lot of her friends to be sympathised. I will never forgive her. Anger has grown to a level where both families have stopped talking to each other.

SUPPLEMENTARY

THE FUN THEY HAD

I. READ THE FOLLOWING SENTENCES AND IDENTIFY THE SPEAKER.

1. "In my House". He pointed without looking, because he was busy reading-Tommy
2. "And its probably time for Tommy, too" - Mrs. Jones
3. They weren't even half finished when Margie's mother called to Margie school - Mrs.Jones
4. "Today's Arithmetic lesson is on the addition of proper fractions - Mechanical teacher.
5. "She read the book over his shoulder for a while then said, "Anyway, they had a teacher" - Margie.

II. REARRANGE THE SENTENCES IN THE CORRECT ORDER.

1. All the lessons were shown on big screen and the questions were asked.
2. The mechanical teacher was a round little man with a red face and a whole box of tools with dials and wires
3. The part Margie hated most was the slot where she had to put homework and test papers.

4. The mechanical teacher calculated the marks in no time.
5. It was again, large and black and ugly, with a big screen.

ANSWER:

1. The mechanical teacher was a round little man with a red face and a whole box of tools with dials and wires
2. It was again, large and black and ugly, with a big screen.
3. All the lessons were shown on big screen and the questions were asked.
4. The part Margie hated most was the slot where she had to put homework and test papers.
5. The mechanical teacher calculated the marks in no time.

III. READ THE PASSAGE AND ANSWER THE QUESTIONS:

He was a round little man with a red face and a whole box of tools with dials and wires. He smiled at Margie and gave her an apple then took the teacher apart. Margie had hoped he wouldn't know how to put it together again. It was large and black and ugly with a big screen on which all the lessons were shown. The part Margie hated most was the slot where she had to put homework and test papers.

QUESTIONS:

- 1) **What is the colour of the face?**
The colour of the face is red.
- 2) **What did the teacher give Margie?**
The teacher gave Margie an apple.
- 3) **What was shown on big screen?**
Lessons were shown on big screen.
- 4) **What part Margie hated?**
Margie hated to write test.
- 5) **What did Margie put in the slot?**
Margie had to put homework and test papers in the slot.

TEXTUAL QUESTIONS

A. IDENTIFY THE CHARACTER OR SPEAKER OF THE FOLLOWING LINES.

1. She was given test after test in geography. - **Margie**
2. He was a round little man with a red face and a whole box of tools with dials and wires. - **County Inspector**
3. She had been hoping they would take the teacher away altogether. - **Margie**
4. They learned the same things, so they could help one another with the homework and talk about it. - **Tommy**
5. They had a special building and all the kids went there. - **Tommy**

B. FILL IN THE BLANKS WITH CLUES GIVEN BELOW TO COMPLETE THE PARAGRAPH.

Tommy and Margie found something about the (1) **schools** of the past. Tommy found a (2) **real book** which has been printed on paper. The book was old and the pages were (3) **yellow and crinkly**. At present, the (4) **words** were moving on a television screen. The television had over (5) **million books**. He had found the old

book in the (6) attic of his house. While reading Tommy found that it was about the old schools. Margie hated school because she was having problems with learning (7) geography. The mechanical teacher was black and large with a screen. Margie hated the slot where she had to insert her homework or (8) test papers. Margie did not understand how a (9) person could be a teacher and how the students were taught the (10) same thing. Then it was (11) time for Margie and Tommy. Margie went to the schoolroom in her (12) house where the mechanical teacher stood. She was thinking about the old school and how much fun the children had, (13) learning and spending time together

C. BRING OUT THE DIFFERENCE BETWEEN YOUR SCHOOL AND MARGIE'S SCHOOL IN THE GIVEN TABULAR COLUMN. AN EXAMPLE IS DONE FOR YOU.

| Margie's school | Your school |
|---|--------------------------------------|
| Teacher is a machine. | Teacher is a human being. |
| Books appear on television screen. | Books are in printed screen. |
| School is at home. | School is a special building. |
| There is no playground. | There is a big playground. |

D. COMPLETE THE FOLLOWING STATEMENTS BASED ON YOUR READING.

- The old book was found by (i) _____ (Tommy in his house).
- Margie was surprised to see the old book because (ii) ____ (she had not seen a real book.)
- The mechanical teacher was giving Margie (iii) _____ (test after test in geography.)
- Margie had to study always at the same time everyday, because her mother said little girls (iv) _____ (learnt better if they learn at regular hours)
- The geography sector in mechanical teacher was (v) _____ (geared up high and it was slowed down to an average.)

THINK AND WRITE:

E. ON THE BASIS OF YOUR READING AND USING YOUR OWN IDEAS, ANSWER THE FOLLOWING IN ABOUT 125 -150 WORDS EACH.

- Describe Margie's mechanical teacher and her classroom in your own words.**

Tommy found the book on 17 May 2157. It was a very old book. The pages were yellow and crinkly, and it was funny to read the words that stood still instead of moving the way they were supposed to, on a screen. The mechanical teacher had been giving her test after test in geography and she had been doing worse and worse until her mother had shaken her head sorrowfully and sent for the county inspector.

- Why did Margie hate her school? What was she thinking about at the end of the story?**

The part Margie hated most was the slot where she had to put homework and test papers. The geography sector was geared up high. She had been hoping that they would take the teacher away altogether. She was thinking about the old schools and

how much fun the children had. The students had a special building and all the kids went there. All the kids learned the same thing.

3. What was strange about the 'book'? Why did Margie find it strange?

The pages of the 'book' were yellow and crinkly. It was awfully funny to read words that stood still, unlike moving on a screen. When Margie turned back to the previous page, the page had the same words on it, when she read it the first time. All these things were strange for Margie, as she used to read only eBooks through computer screen, without any knowledge of a real book.

UNIT - 3

PROSE

OLD MAN RIVER

I. CHOOSE THE APPROPRIATE SYNONYMS FOR THE UNDERLINED WORDS:

1. It must have covered the south meadows and the highway there.
a. a main road b. a street c. a track d. a path
2. The river is rising fast.
a. decreasing b. lowering c. running d. increasing
3. 'Betty', you and I are to fill all the bowls, tubs, pails and pitchers with fresh water.
a. mugs b. buckets c. large jugs d. bottles
4. Everyone make it snappy.
a. short and sweet b. fast c. pleasant d. long
5. Jim and Amy watch it a moment. Amy shudders.
a. laughs loudly b. thinks cleverly c. shivers d. gets angry
6. Hark, what's that?
a. stand up b. listen c. watch d. stay ahead
7. There she is on the playhouse porch.
a. verandah b. entrance c. a covered shelter d. hall
8. Sara is sobbing softly.
a. laughing b. crying c. smiling d. whispering
9. We can split it with pillows and umbrella.
a. attach b. support c. tied d. arrest
10. She helps Sara to her feet and quickly wraps a blanket around her.
a. puts b. wears c. covers d. throws

II. CHOOSE THE APPROPRIATE SYNONYMS FOR THE UNDERLINED WORDS:

1. It isn't only the rain. It's the snow melting(i) in the hills in the northern part of the state. (The girls return to the table) Oh, I hope(ii) we don't have flood here! (There is a noise(iii) of stamping feet and someone breathing hard(iv). The girls all look to the right, the direction(v) of the sounds.

| | | | |
|------------------|-------------------|----------------|-------------------|
| i) (a) freezing | (b) coagulating | (c) defrosting | (d) materializing |
| ii) (a) wish | (b) doubt | (c) fear | (d) distrust |
| iii) (a) peace | (b) sound | (c) quiet | (d) serenity |
| iv) (a) lightly | (b) easy | (c) heavy | (d) soft |
| v) (a) deviation | (b) justification | (c) invocation | (d) track |

2. Entering from right in shining(i) wet rain helmet, which he drags off(ii) as he enters. He is panting(iii) Gosh, girls, it's a cloudburst!(iv) (He kicks off his shoes.) I've run every step of the 'way from school to get here. The river is rising fast. The Burnett Dam gave way(v) an hour ago they say and it looks bad!
- i) (a) dimming **(b) gleaming** (c) tarnishing (d) darkening
 ii) (a) pushes off (b) staves off **(c) pulls off** (d) rushes off
 iii) **(a) breathing with short** (b) breathing with agony
 (c) heaving (d) longing
 iv) (a) drizzle **(b) violent rain storm** (c) sprinkle (d) dripping
 v) (a) closed for traffic (b) closed for repairs
 (c) broke down (d) shutters closed
3. Hello. Yes, Mother-I know. Isn't it awful(i)? How will you get home? yes, mother, I'm listening carefully(ii). Amy's voice grows very serious) Yes-yes-yes, I will. No, Mother, no! won't. Jim Hall is here and Rose field too. yes, all right, I'll tell them. Goodbye. (Amy returns(iii) to the room. She is looking very scared(iv).) Mother can't get home from Mrs. Brant's. The bridges between here and town are under water. rose, Mother says you are to telephone your mother right away and tell her you will spend(v) the night here.
- i) (a) excellent (b) gorgeous **(c) terrible** (d) delicious
 ii) **(a) cautiously** (b) casually (c) fearlessly (d) recklessly
 iii) (a) leaves (b) expenses (c) forsakes **(d) comes back**
 iv) (a) brave **(b) frightened** (c) confident (d) cooled
 v) **(a) pass** (b) conserve (c) save (d) hoard

III. CHOOSE THE APPROPRIATE ANTONYMS FOR THE UNDERLINED WORDS:

1. The stage is not very bright.
 a. shining b. elegant **c. dull** d. sparkling
2. The radio said the river was above flood stage this morning.
 a. ahead b. beyond c. upward **d. below**
3. It's the snow melting in the hills in the northern part.
 a. western b. eastern c. north-eastern **d. southern**
4. She ought to be soon.
a. late b. immediately c. instantly d. suddenly
5. 'Yes' mother, I'm listening carefully.
 a. minutely **b. carelessly** c. attentively d. interestingly
6. She is looking very scared.
a. confident b. afraid c. timid d. angry
7. Mother says she hopes you will stay and help us Jim.
 a. believes b. expects **c. despair** d. understand
8. Well, girls, let's get organized.
a. disorganized b. irritated c. arrogant d. displeased
9. Remember the school fire?.
 a. listen **b. forget** c. think d. analyses

10. I'm glad I served the Junior Red Cross.

- a. happy b. merry c. **sad** d. angry

IV. CHOOSE THE APPROPRIATE ANTONYMS FOR THE UNDERLINED WORDS:

1. Well, girls, let's get organized (i). Betty, look up your flashlight and candles, lamps, lanterns or anything you have got. Rose, fill (ii) the tubs and pails and Amy and I will check on food, blankets and coats. better get out the first-aid kit. Everyone make it snappy(iii). This is serious(iv) Amy. I don't want to scare(v) you, but your house is in the direct line of the river.

- i) (a) arranged **(b) disarranged** (c) formed (d) coordinate
ii) (a) refill (b) stock **(c) empty** (d) replenish
iii) **(a) sluggish** (b) smart (c) quick (d) brisk
iv) (a) grave (b) severe (c) difficult **(d) funny**
v) (a) terrify **(b) comfort** (c) alarm (d) frighten

2. Placing a hand on her shoulder) Steady(i), old pal(ii)! We've been through bad things before and come out safely. Remember(iii) the school fire? First thing, we must not let the others see how scared we are. Next, get all the things you can together here: water, food, blankets, coats, lights. I'm glad(iv) I served on the Junior Red Cross emergency squad during the war! It's too bad(v) you live in a bungalow instead of a two-storey house.

- i) (a) stable (b) persistent **(c) unstable** (d) firm
ii) **(a) foe** (b) friend (c) guest (d) brother
iii) (a) recall **(b) forget** (c) recollect (d) remind
iv) (a) happy (b) delighted (c) merry **(d) sad**
v) (a) wicked (b) evil (c) awful **(d) good**

3. Yes, you have hurt it badly, Sara, but we can fix(i) it up and we will get into the boat and take you home. You are going to be alright. She has broken her right leg just below(ii) the knee. We can splint it up with pillows and umbrella and lift(iii) her safety(iv) into the boat. I think we ought to take(v) her to the emergency Red Cross hospital in the Armoury.

- i) (a) set **(b) break** (c) fasten (d) attach
ii) (a) under (b) bottom **(c) above** (d) down
iii) **(a) drop** (b) rise (c) raise (d) elevate
iv) (a) securely **(b) dangerously** (c) reliably (d) surely
v) (a) get (b) accept (c) receive **(d) give**

V. ANSWER THE FOLLOWING QUESTIONS IN ONE OR TWO SENTENCES:-

1. **What were the girls doing in the living room?**

Amy and Rose were sitting around the living room table. Amy and Rose were Knitting. Betty was looking at pictures in a magazine.

2. **Why was mother not able to come home?**

The mother was not able to come home because the bridges between home and town were under water.

3. How did Jim want the girls to get organised?

Jim asked the girls to get ready with flashlights,candles, lamps and lanterns. He also asked Rose to fill the tubs and pails.

4. Which two important things did Jim want the girls do to avoid getting scared?

First Jim wanted the girls not to let other see how scared they are.Next he wanted them to get things like water, food, blankets, coats and lights.

5. Where did Jim want the girls to climb up? How was it going to help them?

Jim wanted the girls to climb into the attic and onto the roof. So that they can signal for help from the roof.

6. Who went to get Sara? Where was She?

Jim went to get Sara. She was on the play house porch.

7. What were the important objects that the girls and Jim try to move the attic? Why?

The important objects are water,food,blankets,coats and lights.They wanted to move to the attic to signal for help.

8. Who came to rescue the children?

Mr.Peters and Miss.Marsh came to rescue the children.

9. What happened to Sara?

While getting down from the attic,Sara had fallen off the step ladder. She broke her right leg just below the knee.

10. Who is Miss.Marsh? How does she help Sara?

Miss.Marsh is a Red Cross nurse.She helped Sara by giving her first aid,when she broke her right leg.

11. Who were taken in the boat? Who were left behind?

Rose, Betty and Sara were taken in the boat.Jim and Amy were left behind.

12. How does the Red cross help the children?

The Red cross helps in case of emergencies by providing them medical care and food.

13. Why did Jim run from school?

Jim ran from school as the river was rising fast due to heavy rain.

14. Where was Amy's mother?

She had taken Dick to the dentist and went to Mrs.Brant's house for a recipe.

15. Why did Amy ask Betty to fill in the water tubs?

Amy asked Betty to fill in the water tubs because the town supply may be cut off and water will be unsafe to drink.

16. According to Jim what are the two things that a person should remember in times of emergency?

According to Jim the two things that a person should remember at times of emergency are not to show others that we are scared and to get ready with all the basic needs.

17. Why is Jim climbing on the roof?

Jim went to the roof to signal for help so someone will send a boat or something.

18. Who were there in the living room?what were they doing?

Amy,Betty and Rose were in the living room.Sara was asleep. Betty was trying to read a book.

19. Why were they going to sleep in the attic?

They went to sleep in the attic because the water might enter into the house.

20. Who came in the boat?

Mr.Peters, Miss.Marsh and the nurse came in the boat.

21. Who is the founder of the Junior Red Cross?

The founder of Junior Red cross is Jean Henry Dunant.

VI. ANSWER IN A PARAGRAPH:

1. Describe the home alone experience of the children?

Amy, Betty and Rose were alone at home. They were sitting around the living room table. There was a cloudburst. The girls were scared if there would be a flood. Jim Hall, neighbour comes to their rescue as Amy's mother was also not at home. Jim advises the girls to get the light, lamp, candles, blankets, fresh water and food. They all move to the attic of the house, so that they could signal for help from the roof. An hour later, Mr. Peters and Miss Marsh come for their rescue. While coming down the attic, Sara falls off. She is given first aid and all of them are saved.

2. Elaborate the rescue operation undertaken by Mr. Peter?

Mr. Tom Peters and Miss Marsh were the Red cross members. They come in a boat to rescue people who are in danger. Mr. Peters enters the living room with a lighted lantern. Sara falls off the step ladder while coming down. She breaks her right leg below the knee. Miss. Marsh examines her leg. She splints it up with pillows and umbrella and lifts Sara safely to the boat. They take her to the emergency Red cross hospital. Mr. Peters leaves an extra lantern and a jar of coffee with Jim and Amy. They take Rose and Betty along. This is how the rescue operation was taken by Mr. Peters.

3. How did Jim prove himself as a good rescuer in the flood situation?

Jim Hall, a 17 year old boy is a neighbour of Mr. Marshall. He has also served the Junior Red Cross emergency squad during the war. He informs the girls of the imminent danger that the river is rising fast. Jim stays with them to help. He tells the girls to get organised with flashlight, candles, lamps, to fill the tubs and pails with fresh water and to get ready with food, blankets and coats. He advises everyone to move to the attic. So they could signal for help from the roof.

4. Briefly narrate the happenings of the play in scene II.

a How did Amy manage the situation at home?

Amy, Betty and Rose were sitting in their living room. There was a cloudburst. Jim Hall, their neighbour comes to rescue. Amy is scared and Jim tells her not to show her fear. As the water level is increasing. Amy is interested in saving her father's valuable books and her mother's jewel box.

b How did Marsh save the children?

Mr. Peters carries Sara who broke her knee. Miss. Marsh a nurse of Red Cross carefully splints her leg with pillows. They take Sara to the Red Cross hospital. Rose and Betty also accompany them. They promise Amy and Jim to send another boat.

TEXTUAL QUESTIONS

A. BASED ON YOUR UNDERSTANDING OF THE PLAY, CHOOSE THE CORRECT ANSWER AND FILL IN THE BLANKS.

1. The radio announced that
 (i) **the river was above the flood stage.** (ii) the Burnet Dam had given way.
 (iii) there will be a cloud burst. (iv) there will be a cyclone.
2. Mother couldn't get home from Mrs. Brant's because
 (i) it was raining heavily.
(ii) the bridges between home and the town were under water.
 (iii) there was an emergency at Mrs. Brant's house.
 (iv) she had broken her leg.
3. The Burnett Dam gave away as
 (i) it rained for days. (ii) the dam was weak.
(iii) it rained heavily and the snow was melting.
 (iv) the maintenance was poor.
4. There was no power because
 (i) the power house was out of commission. **(ii) the power house was flooded.**
 (iii) the dam gave away. (iv) there was fire.
5. Why did they splint up Sara's leg with pillows?
 (i) She was unconscious out of fear.
(ii) She had broken her leg below the knee.
 (iii) She was too lazy to walk. (iv) She was making a fuss.

C. MATCH THE FOLLOWING BY 'DRAWING A LINE ACROSS COLUMN A AND B.

| | | |
|----|-------------|------------------------|
| 1 | Amy | blankets |
| 2 | Betty | flash light |
| 3 | Rose | tubs and pails |
| 4 | Sara | fractured leg |
| 5 | Jim | Junior Red Cross |
| 6 | Penny Marsh | nurse |
| 7 | Mrs. Peters | rescues the children |
| 8 | Mother | Mrs. Brant's |
| 9 | Dick | dentist |
| 10 | Dad | to Chicago on business |

E. USING A DICTIONARY, FIND OUT THE SYNONYMS AND THE ANTONYMS OF THE WORDS GIVEN BELOW. ONE HAS BEEN DONE FOR YOU.

| Word | Parts of speech | Synonym | Antonym |
|------------|-----------------|----------------------|----------------------|
| Hard | Adjective | Difficult | Easy |
| Flood | Noun | outpouring, overflow | trickle |
| Interrupt | Verb | break up | abstain |
| Scared | Adjective | frightened | confident, bold |
| Irritation | Noun | annoyance, vexation | calm, delight |
| Organize | Verb | systemize | disorganize |
| Serious | Adjective | significant, grave | unimportant, playful |
| Snappy | Adjective | irritable | pleasant |
| Emergency | Noun | crisis, urgency | calm, normalcy |
| Rescue | verb | liberate, save | danger, peril |

WRITING

G. AS A LOCAL GOVERNMENT OFFICIAL WORKING IN THE FLOOD AFFECTED AREA YOU ARE TALKING TO AN OLD LADY WHO HAS LOST HER BELONGINGS. WRITE A DIALOGUE BETWEEN YOU AND THE OLD WOMAN. COMPLETE THE CONVERSATION.

You: Good morning Madam.

Old lady: Good morning.

You: I am from the Fire and Rescue department. How can I help you?

Old lady: (i) I have left a very important casket in my closet, can you please bring it for me?

You: (ii) The water level is rising. It would be really life threatening to go to that place.

Old lady: (iii) Yeah, I do understand that. To me, yes it is impossible, can you try for my sake please.

You: (iv) One person cannot do that, we may have to work as a team.

Old lady: (v) Then do so please. I can't live without that casket.

You: (vi) Madam please understand the human power/resource must/ can be used to rescue mankind. My mother, life is more important than casket.

Old lady: (vii) Yes, I don't deny that. Can you please take that after you finish this work or when you go to my house or nearby places.

You: (viii) OK mom, I shall surely try. Take rest. Health is more important for us.

Old lady: (ix) Thank you child; May God bless you!! Please try for my sake.

CREATIVE WRITING:

H. WRITE A LETTER TO YOUR FRIEND ABOUT YOUR EXPERIENCES DURING THE RECENT 'GAJA' CYCLONE.

29 May 2018
Chennai

Dear Malathi,

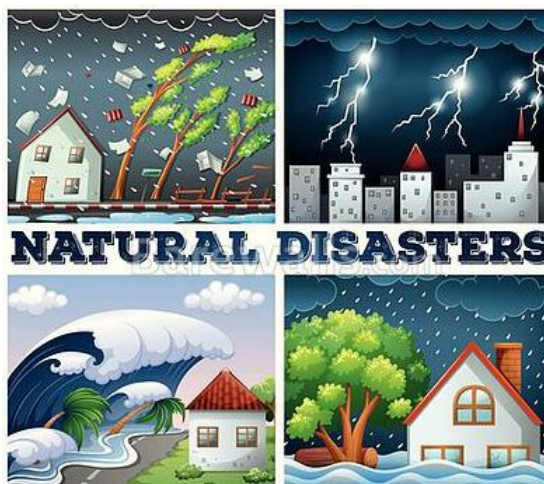
Hope this letter finds you in the best of health and spirits. Here, I am fine. But recently I have had the worst experience of my life which I want to share with you. You must have heard about the cyclone 'Gaja' that devastated parts of Sri Lanka and India. Ockhi intensified into a Cyclonic Storm on November 30 and caused huge damage to property and life in my city. Hundreds of people died and so many were injured. Thousands of trees were uprooted. We had no power supply for a couple of days. Food, drinking water and medicines were out of reach. Even after the cyclone subsided our area was cut off from the main market due to blocked roads. It was a terrible experience for me. I wish not to have any such experience again. Life has started to get normal now. I feel better after writing to you regarding this. Awaiting eagerly to listen from you.

Yours friendly,
Shivani

Address on the envelope:

To
Vijay
23, Chari road,
Salem

I. MAKE A POSTER OF ANY NATURAL DISASTER, GIVING DETAILS ABOUT THE DEVASTATIONS CAUSED.



The recent dust storm that swept through India was one of its deadliest. The scale and intensity of this storm stretched from the western state of Rajasthan to the eastern state of Uttar Pradesh and hit Delhi, which lies between them. The dust storm caused more than 100 reported fatalities. Most of the fatalities occurred when intense wind knocked over large structures, killing or injuring those in its way.

J. YOU ARE A VOLUNTEER IN YOUR LOCALITY TO SERVE PEOPLE WHO ARE AFFECTED BY FLOODS. HOW WILL YOU CAUTION THEM TO MOVE TO A SAFER PLACE TAKING ONLY THEIR BARE NECESSITIES? DESCRIBE.

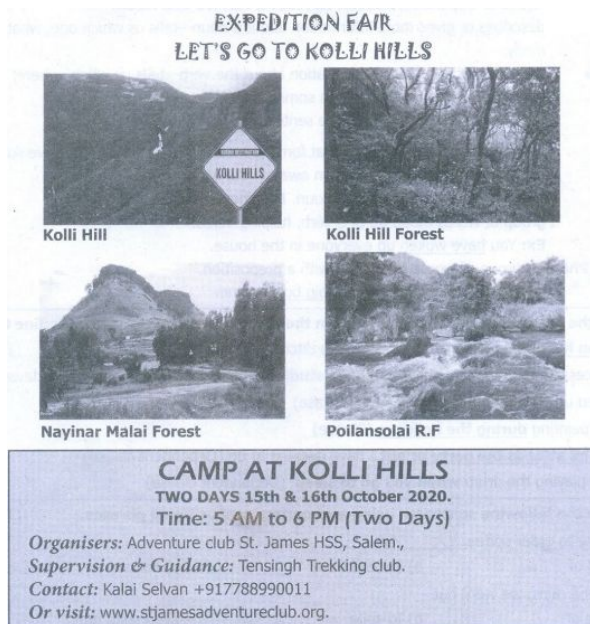
If I am a volunteer serving people affected by floods, I will first ask them to remain calm and have patience. Then, in a gentle voice I will give them the following instructions:

- Be prepared! We may need to move to a safer place as the floods are getting worse.
- Pack a bag with only your important items.
- Take a few clothes, a pair of bed sheets and a blanket.
- Keep your official documents, like degrees, license, PAN card, etc.
- Pack some eatables that can last long.
- Take some medicines.
- Turn off utilities at the main switches or valves.
- Disconnect all electrical appliances.
- If you have to walk in water, wherever possible, walk where the water is not moving.
- Take a stick to check the firmness of the ground in front of you.
- While moving out, please be together with your family and take care of each other.
- Do not panic. It is going to be alright soon. We will return home when authorities indicate it is safe.

K. GIVEN BELOW ARE SOME QUALITIES THAT THE CHARACTERS IN THE PLAY DISPLAYED DURING THE FLOODS FOR SURVIVAL. IDENTIFY AND WRITE THE CHARACTER WITH THE QUALITIES.

| Quality | Characters |
|-------------|------------|
| anxiety | Rose |
| serious | Amy |
| fun | Rose |
| sober | Amy |
| excitement | Sara |
| scared | Amy |
| frightened | Amy |
| shudder | Rose |
| hopeful | Jim |
| horror | Rose |
| enjoyment | Sara |
| terrified | Amy |
| levelheaded | Mr. Peters |
| scornful | Amy |
| hysterical | Sara |

M. THE ADVENTURE CLUB OF YOUR SCHOOL IS ORGANISING AN EXPEDITION TO KOLLI HILLS. DESIGN AN ATTRACTIVE POSTER FOR THE SAME, GIVING DETAILS.



GRAMMAR

A. IDENTIFY THE DEPENDENT CLAUSES OR PHRASES IN THE FOLLOWING SENTENCES AND UNDERLINE THEM.

1. Texting on his phone, the man swerved into a ditch.
2. It isn't necessary to cram all night if you have studied a little each day.
3. We climbed up the hill to enjoy the view.
4. I enjoy painting during my holidays.
5. Whether he attends the party or not, I have decided to go.
6. I will stop playing the drums when you go to sleep.

B. COMPLETE THE FOLLOWING SENTENCES USING APPROPRIATE PREPOSITIONAL PHRASES.

1. I would like to order coffee tea.
a) instead of (b) instead from (c) instead to
2. the rains, we went out.
(a) In spite of (b) In spite (c) In spite on
3. fire, break the glass to escape.
(a) In case of (b) In case (c) In case with
4. I am standing here my friends.
a) In behalf of **(b) on behalf of** (c) on behalf
5. We solved the problem a new device developed by our engineers.
(a) by means of (b) by means (c) by means to
6. we are impressed with their performance.
(a) In general (b) On general (c) In generally

C. LOOK AT THE ACTION WORDS IN BOLD. IDENTIFY WHETHER THEY ARE EITHER FINITE OR NON-FINITE VERB.

| | |
|--------------------------------------|--------------|
| They want to try a new approach. | non - finite |
| Trying is easy. | finite |
| Having tried everything, he gave up. | finite |
| All I can do is try. | finite |
| If she tried, she would succeed. | finite |

A. READ THE FOLLOWING PAIRS OF SENTENCES. IDENTIFY THE SUBJECT

1. Travelling might satisfy your desire for new experiences. – **Travelling**
The study abroad program might satisfy your desire for new experiences. – **The study abroad program**

IDENTIFY THE DIRECT OBJECT

2. They do not appreciate my singing. – **my singing**
They do not appreciate my assistance. – **my assistance**

IDENTIFY THE SUBJECT COMPLEMENT

3. My cat's favourite activity is sleeping. – **Sleeping**
My cat's favourite food is salmon. – **Salmon**

IDENTIFY THE OBJECT OF THE PREPOSITION

4. The police arrested him for speeding. – **speeding**
The police arrested him for criminal activity. – **criminal activity**

F. NOW, WORK IN PAIRS AND HELP DINESH AND DIVYA COMPLETE THE EXERCISE GIVEN BELOW. WRITE THE GERUND / INFINITIVE FORM OF THE VERBS IN THE BLANKS.

1. The astronauts managed **to complete** (complete) their training in record time.
2. They learned how **to survive** (survive) in space without gravity.
3. The best astronaut almost quit **trying** (try) to learn the complex information.
4. Their mission appeared **to be** (be) in jeopardy.
5. Then Marina encouraged him by saying, "It's no good **quitting** (quit) the project right at the end."
6. Being an astronaut will enable you **to achieve** (achieve) great success in life.
7. If you give up **studying** (study) now, our mission will be scrubbed.
8. Think of your fellow astronauts who wouldn't hesitate **to help** (help) you in time of trouble.
9. We astronauts must keep on **preparing** (prepare) for our space launch.
10. Some say it's no use **travelling** (travel) to distant planets, because it takes too long.
11. But we really want **to visit** (visit) other planets and find out if life exists on them.
12. Can you imagine **walking** (walk) up to a Martian and shaking hands and **saying** (say), "Hello, how are you?"

13. We really look forward to meet (meet) alien creatures and finding (find) out what they are really like.
14. Many scientists have warned us not to take (take) this dangerous journey, but we are not discouraged.
15. Travelling to far away planets involves risking (risk) our lives for the thrill of discovery.
16. However we won't delay blasting (blast) off into space.
17. Would you like to accompany (accompany) us on our journey if you could?
18. During our training we have got used to be (be) weightless and to live (live) under difficult conditions.
19. Scientists admit to being (be) intensely curious about life on other planets.
20. I'm sure they would also enjoy travelling. (travel) with our crew.
21. We told them to come (come) with us on our trip, but some of them think it is a waste of time searching (search) for life that doesn't exist.
22. We have been taught how to endure (endure) hardships during our training and now we can't afford to waste (waste) money. We're on our way!

POEM

ON KILLING A TREE

A. MEMORIZE THE FIRST TWO STANZAS

B. READ THE LINES AND ANSWER THE QUESTION

1. *It takes much time to kill a tree, not a simple job of the knife will do it.*
 - i) **Can a simple jab of the knife cannot kill a tree.**
A simple jab of the knife cannot kill a tree.
 - ii) **Why does it take much time to kill a tree?**
It takes much time to kill a tree because it has grown slowly consuming the earth.
2. *It has grown*
Slowly consuming the earth
Rising out of it, feeding
Upon its crust, absorbing.
 - i) **How has the tree grown?**
The trees have grown slowly consuming the earth and feeding upon its crust.
 - ii) **What does the tree feed from the crust?**
The trees feed water, minerals and nutrients from the crust.
3. *And out of its leprous hide*
Sprouting leaves
 - i) **What does the phrase 'leprous hide' mean?**
It means covered with scales.
 - ii) **What comes out of the leprous hide?**
Leaves comes out of the leprous hide.

4. *The bleeding bark will heal
And from close to the ground
Will rise curled green twigs,
Miniature boughs*

i) **What will happen to the bleeding bark?**

The bleeding bark will heal themselves.

ii) **What will rise from close to the ground?**

Curled green twigs will rise from close to the ground.

5. *The root is to be pulled out-*

One of the anchoring earth.

i) **Why should the root be pulled out?**

The root should be pulled out to kill the tree.

ii) **What does 'anchoring earth' mean?**

The trees are anchored to earth by means of root.

C. BASED ON THE UNDERSTANDING OF THE POEM, WRITE DOWN THE SUMMARY OF THE POEM BY FILLING IN THE BLANKS.

The poet explains the process of (1) kill a tree. A lot of work has to be done in order to (2) root it out completely. It cannot be accomplished by merely cutting it with (3) a knife. The tree has grown strong with the help of (4) sunlight, water and nutrients of the soil for a countless years. Even the (5) bark of the tree gives rise to (6) leaves. The (7) boughs sprouts new twigs and leaves. In a short period, they grow into a new tree. So, to (8) kill it completely, one should take out its roots completely from the soil. Then they should be exposed to (9) sunlight and heat. Only then the tree will be completely killed.

D. BASED ON THE UNDERSTANDING OF THE POEM, ANSWER THE FOLLOWING QUESTIONS IN A SENTENCE OR TWO

1. **What is the poem about?**

The poem is about the process of killing a tree.

2. **What are the lessons to be learnt from the poem?**

The poet teaches us about nature and longevity of the tree. To kill a tree it takes a lot of time.

3. **What are the life sources needed for a tree to grow?**

The life sources needed are soil, water and sunlight.

4. **What does the poet mean by 'bleeding bark'?**

The cut in the bark oozes sap. The sap is compared to the bleeding bark.

5. **Why does the poet say 'NO' in the beginning of third stanza?**

The poet says that it is not so easy to kill a tree.

6. **How should the root be pulled out?**

The root must be roped, tied and pulled out completely.

7. **What is hidden inside the earth for years?**

Life is hidden inside the earth for years.

8. **What finally happens to the tree in this poem?**

Finally the tree is killed.

E. ANSWER THE FOLLOWING QUESTIONS IN ABOUT 80 - 100 WORDS**1. How well does the poet bring out the pain of the tree?**

Gieve Patel spins a very visual tale of hacking a tree. The tone of the poem is sarcastic. The poet takes this ionic instance to propose his view on cutting down trees, which according to him, is equal to committing an act of murder. Every time the poet talks of committing, cutting a tree, he portrays it as killing it. The death in this poem is both natural and spiritual.

2. 'A tree doesn't grow in a day'. Explain it with reference to the poem.

Gieve Patel tell us that killing a tree is not easy. It is very time – consuming. A tree grows straight out the earth, nourishing itself on the nutrients ground in the earth, along with years of sunlight, water and air. The tree has grown slowly consuming the earth, rising out of it and feeding upon its crust.

3. Why do think the poet describes the act of cutting a tree? What effect does it have on you as a reader?

The poet wants to highlight the harmful effect of deforestation. In modern times, deforestation has become a problem, where forests are cleared to make roads, for constructions and so on. It is also harmful to the ecosystem and the imminent danger is felt throughout the poem. So the poet stresses that we should grow more trees.

F. COMPLETE THE TABLE BY IDENTIFYING LINES, AGAINST THE POETIC DEVICES FROM THE POEM.

| | Poetic lines | Poetic Devices/ Figures of Speech |
|---|-----------------------------------|-----------------------------------|
| 1 | It takes much time to kill a tree | Alliteration |
| 2 | The bleeding bark will heal. | Personification |
| 3 | One of the anchoring earth. | Metaphor |

WRITING:**H. BASED ON THE READING OF THE POEM, COMPLETE THE WEB CHART GIVEN BELOW.**

1. Killing a tree is killing a life
2. Trees too feel the pain and bleed
3. Deforestation is the result of man's greed.

I. TAKING CLUES FROM THE LISTS ON THE BOARD, COMPLETE THE FOLLOWING CHART.

| | I WILL | I WILL NOT |
|---|--|---|
| 1 | provide fertile soil. | cut down the tree |
| 2 | regularly water the tree | spray harmful chemicals on the tree |
| 3 | provide manure | allow insects or pests to attack the tree |
| 4 | make arrangements for the sunlight to fall on the tree | allow anyone else to harm the tree |

J. WORK IN PAR CREATE THREE SLOGANS ON 'SAVING TREES'

1. If You Don't Care
Trees Might Become Rare
2. Save Trees, Save Nature
Give Your Kids a Better Future
3. Trees Give Good Look
Don't Destroy Them from Earth Book

SUPPLEMENTARY

EARTHQUAKE

I. REARRANGE THE FOLLOWING SENTENCES IN THE CORRECT ORDER-

1. One night, the earth quaked.
2. We, who live here, are accustomed to tremors.
3. It was four years ago, in the month of October.
4. Yes, tremors are common in these parts.
5. These snows may see eternal, the Himalayas may look solid, but the truth is, deep down they are unstable.

ANSWER:

1. It was four years ago, in the month of October.
2. One night, the earth quaked.
3. Yes, tremors are common in these parts.
4. These snows may see eternal, the Himalayas may look solid, but the truth is, deep down they are unstable.
5. We, who live here, are accustomed to tremors.

II. COMPLETE THE MIND MAP GIVEN BELOW:

1. Brijji, a little boy of 17 years old, offers tea at **free of cost to any of the army officers.**
2. On his way to his tea-shop, **he looks happy and excited.**
3. Brijji went to a nearby village, **Pauri to buy his school books.**
4. He could just see the corpse of all his family members **except his little sister, Bhuli.**
5. Fortunately they found Bhuli who survived **116 hours without food** between the ruckus.

III SUMMARY

EARTHQUAKE

Brijji a little boy of 17 years old, offers tea at free of cost to any of the army officers or tired travellers. On his way to his tea-shop, he looks happy and excited. He offers a tired traveller tea and tells the incident of an earthquake that killed almost all of his family four years ago. On that day Brij went to a nearby village, Pauri, to buy his school books and stayed at his uncle's house. That day night, his hometown, Molthi, was shattered by a powerful earthquake. He could just see the corpse of all his family members except his little sister, Bhuli. Everyone believed that she would have been eaten by some wild animals. But Brij felt that she would be alive. He requested an

army officer to search for her. The officer brought a team of three soldiers and started removing debris, to search for the little child. Fortunately they found Bhuli who survived 116 hours without food in between the ruckus. Brij was very happy to have his sister. He didn't even thank the officer as he never met him again. From that day, he started to offer free tea and service to all tired travellers who went that side.

IV READ THE PASSAGE AND ANSWER THE QUESTIONS

It was four years, ago in the months of October. One night the earth quaked. Yes, tremors are common in these parts. These snows may seem eternal. The Himalayas may look solid, but the truth is, deep down they are unstable. We, who live here, are accustomed to tremors. But what happened that night was more than that. It was a terrible earthquake. Its effects were felt as far away as Delhi and Lucknow.

a) When did the earthquake occur?

It occurred four years ago in the month of October.

b) Are tremors common in those parts of the valley?

Yes, tremors are common in those parts of the valley.

c) What did Brij say about the Himalayas?

Himalayas may look solid and eternal, but deep down, they are unstable.

d) Are the villagers who lived there accustomed to tremors?

Yes, they are accustomed to tremors.

e) How were the effects of the Tremors?

Its effects were felt as far away as Delhi and Lucknow.

TEXTUAL QUESTIONS

A. FILL IN THE BLANKS WITH WORDS FROM THE TEXT.

- The name of the narrator is _____. (M.S. Mahadevan)
- There were _____ (670) villages in the valley.
- Brij went to Pauri to buy his _____ (school books).
- The soldiers had set up a _____ (make shift camp).
- Bhuli had been buried under the debris for _____ hours (116).

B. BASED ON YOUR UNDERSTANDING OF THE STORY, CHOOSE THE RIGHT ANSWERS FROM THE OPTIONS.

- Brij started a tea shop because he wanted to
 (a) start a company
 (b) serve the people
 (c) go on a pilgrimage
 (d) become a tour guide
- Molthi was completely devastated because of
 (a) a high-intensity earthquake
 (b) thunder and hail storm,
 (c) drought and famine
 (d) flash floods.
- The brother searched everywhere and looked dejected because
 (a) he couldn't find his house
 (b) he couldn't locate his sister.
 (c) he was hungry and didn't eat for a few days
 (d) he lost his school books.

- 4) The boy had great reverence and respect for Army officers as they
 (a) were brave and courageous (b) worked day and night
(c) saved his sister from death (d) all the above
- 5) Brij finally offered the traveller a
 (a) cup of milk (b) cup of tea
 (c) glass of water (d) cup of coffee

C. IDENTIFY THE CHARACTER OR SPEAKER OF THE FOLLOWING LINES.

1. Greetings, traveller. You looked tired and cold. - Narrator/ Brij
2. Tomorrow, we will go back to Pauri. - Brij's uncle
3. Whom are you looking for? - Army officer
4. My men have been on their feet for days. - Army officer
5. May God be with you! - Narrator/ Brij

D. ANSWER THE FOLLOWING QUESTIONS IN A PARAGRAPH OF ABOUT 80 TO 100 WORDS.

- 1) Explain the efforts taken by the Army Officer to save the baby?

“CONFIDENCE IS THE KEY TO SUCCESS”

The narrator went away to buy school books. That night there was an earthquake and they felt it. Brij, the narrator returned home to Molthi with his uncle. Help arrived only after four days. Brij's little sister Bhuli was missing. The soldiers cleared the debris, they had made a makeshift. Brij was crying and searching but in vain. The army officer told him that it was of no use. Some brought a few lit petromax lamps. A soldier stood in the middle of a hollow. The narrator saw a small door when the soldier cleared the hollow, and lifted the door. They found Bhuli alive. It was a miracle. She was taken to the makeshift and hospitalized. Thus the little baby was saved.

2. Brij has become a symbol of love and humanity. Explain?

“LOVE IS SUPREME TO HOPE AND FAITH”

One night there was an earthquake at Molthi. It was Brij's village. He had gone away to Pauri. He returned home the next day. The whole village had gone into the earth. Help came only after four days. The rescue team tried to clear the debris. Brij was searching and crying. The army officer had lost his hope. The soldiers were engaged in the rescue work. It was night with a few lit petromax lamps. Soldiers found out a cave in the wall. When the soldier cleared the hollow, they lifted the door. Someone said that the child was alive. She was wrapped in a warm blanket and carried to the makeshift hospital. Brij and his sister went to live with his uncle. Bhuli started going to school. She was a gift to Brij for his love and concern. Brij has become a symbol of love and humanity.

- E. ANSWER THE FOLLOWING QUESTIONS BASED ON THE READING OF THE STORY. DO NOT FORGET TO GO BACK TO THE PASSAGE WHENEVER NECESSARY TO FIND AND CONFIRM THE ANSWERS.

| | ACTION | EFFECT |
|---|--|---|
| 1 | While you warm yourself | I will prepare the best tea. |
| 2 | I saved enough money | I started a little teashop. |
| 3 | There are six hundred and seventy villages in the valley. | Six hundred and two villages were destroyed. |
| 4 | It was a terrible earthquake and it was felt | As far as Delhi and Lucknow. |
| 5 | I ran back to the village. | I feared that nothing would happen to my village and family. |
| 6 | They lifted the door. | Then someone said that she is alive. |
| 7 | I went to thank the Army Officer | But he was gone. |

UNIT – 4 PROSE SEVENTEEN ORANGES

- I. CHOOSE THE SYNONYMS FOR THE UNDERLINED WORDS GIVEN IN THE FOLLOWING SENTENCES.

- The narrator had stolen these oranges and concealed them in his pocket.
a) Stripped b) Hidden c) Showed
- I had read a lot of detective stories to make the mistake of blabbing.
a) **Revealing secrets indiscreetly** b) Evidence against him
c) Something secret.
- Pongo caught the narrator red-handed because his apron string broke.
a) **Caught in a wrong act** b) Caught in a right act c) Arrested him.
- The narrator had eaten seventeen large oranges including peels and pips.
a) Soft seeds b) **small seeds in a fruit** c) Ripe seeds.
- The voice in his head asked the narrator to eat the evidence.
a) **proof** b) contradict c) disprove d) refute
- Clem looked at Pongo furiously
a) politely b) gently c) **angrily** d) calmly
- When Pongo caught the narrator with the oranges, he was very frightened.
a) undaunted b) **afraid** c) valiant d) brave
- The narrator was quiet, when Pongo questioned him.
a) calm b) noisy c) **silent** d) agitated

- a) peace b) difficulty c) harmony d) comfort

II. CHOOSE THE APPROPRIATE SYNONYMS FOR THE UNDERLINED WORDS:

1. "Too many people are stealing(i) from the docks," You've stolen these oranges and concealed(ii) them in your pocket. Have you anything to say?" I said nothing. I was very frightened(iii), but kept quiet(iv). I had read a lot of detective stories to make the mistake of blabbing(v).
- i) (a) hiding (b) pilfering (c) taking (d) packing
ii) (a) revealed (b) bought (c) hidden (d) connected
iii) (a) bold (b) unafraid (c) cool (d) afraid
iv) (a) loud (b) active (c) calm (d) noisy
v) (a) disclosing (b) concealing (c) hiding (d) lying
2. I almost gave up the hope(i) of escaping(ii) from the trouble. I was locked in the cabin(iii) and the oranges were on the table. Pongo had gone to bring a witness(iv). I was in trouble. "Eat the oranges", said a voice in my head. "Eat the evidence(v)."
- i) (a) despair (b) fear (c) confidence (d) doubt
ii) (a) evading (b) appearing (c) arriving (d) confronting
iii) (a) fort (b) castle (c) room (d) corridor
iv) (a) contributor (b) upstander (c) participant (d) spectator
v) (a) refutation (b) concealment (c) proof (d) hearsay
3. I was lucky(i). Pongo and the other policeman had seen some carts at the dock gate. They went and talked to the drivers. This gave me a few more minutes. I must swallow all the oranges, I thought. Only three left! I swallowed(ii) the first one, and then second one. Suddenly the door began to open. I went through a great deal of struggle(iii) and finally managed(iv) to finish off the last(v) piece of the last orange.
- i) (a) disastrous (b) hapless (c) fortunate (d) ill fated
ii) (a) gulped (b) sipped (c) expelled (d) rejected
iii) (a) harmony (b) conflict (c) concord (d) repose
iv) (a) bungled (b) unorganized (c) controlled (d) failed
v) (a) initial (b) beginning (c) intermediate (d) final
4. I was very frightened(i) but I kept quiet(ii). I had read a lot of detective(iii) stories to make the mistakes of blabbing(iv). Anything you say may be used as evidence(v) against you. I knew the best plan was to say nothing.
- i) (a) determinant (b) scared (c) brave (d) courageous
ii) (a) cute (b) noisy (c) calm (d) sleepy
iii) (a) imaginative (b) scientist (c) investigative (d) bad time
iv) (a) admitting (b) refusing (c) confusing (d) talking foolishly
v) (a) proof (b) reward (c) charge (d) punishment

III. FIND THE ANTONYMS FOR THE UNDERLINED WORDS GIVEN IN THE FOLLOWING SENTENCES.

1. The narrator swallowed the pips and put some of the peel in his mouth.
a) Nibble b) Gulp c) Strive
2. The narrator searched the evidence every where.
a) No where b) Any where c) All together
3. He noticed that my trouser pocket was bulged.
a) Protruding b) Contract c) Revealing
4. Finally pongo understood what had happened to the oranges.
a) Initially b) Started c) Ended
5. Pongo laughed at Clem and looked at him furiously.
a) Angrily b) Calmly c) Happily
6. Seventeen oranges were hidden in the narrator's pockets.
a) exposed b) masked c) concealed d) buried
7. Clem Jones was ordered to open the box.
a) prepared b) arranged c) forced d) requested
8. Pongo locked the narrator inside the cabin.
a) closed b) sealed c) released d) strictly
9. Pongo carefully searched the narrator's pockets.
(a) attentively b) carelessly c) cautiously d) strictly
10. The narrator of the story felt very sick for a week.
(a) healthy b) disordered c) feeble d) unhealthy

IV. CHOOSE THE APPROPRIATE ANTONYMS FOR THE UNDERLINED WORDS:

1. Oranges! I was fond of(i) them. I used to eat them all day and every day. But one day a police man found seventeen oranges hidden awya in my pockets. He locked(ii) me up and i have never (iii) eated an oranges again. I want to tell you the story. I was driving a little(iv) pony-and-cart for the Swift Delivery Company, and I often(v) went in and out of the docks.
i) (a) loving (b) hating (c) caring (d) adoring
ii) (a) fastened (b) shut (c) unlocked (d) closed
iii) (a) not at all (b) no way (c) in no case (d) ever
iv) (a) big (b) diminutive (c) small (d) tiny
v) (a) regularly (b) frequently (c) usually (d) rarely
2. I said nothing(i), Pongo looked everywhere(ii) for the oranges. He looked in my pockets. He looked in my apron. But he didn't find one orange. Finally(iii), Pongo understood what had happened. But it was very difficult(iv) to believe(v). "Seventeen oranges!"he said. "Seventeen big oranges!How did you eat them all?"
i) (a) anything (b) not at all (c) everything (d) whatsoever
ii) (a) throughout (b) nowhere (c) anywhere (d) all over
iii) (a) at last (b) eventually (c) ultimately (d) initially
iv) (a) hard (b) easy (c) tough (d) arduous
v) (a) trust (b) consider (c) disbelieve (d) think

3. "So you won't say anything," said Pongo. "I'm going to **bring(i)** another policeman here. He'll be a witness against you, when I bring up this case in the court". Pongo left the cabin and locked the door **behind(ii)** him. I was very **worried(iii)**. I looked at the walls. I looked at the door. I looked at the Seventeen oranges, and I looked at the apron with its **broken(iv)** string. I'll **lose(v)** my job, I thought.

- | | | | |
|-------------------|---------------|-----------------|-------------|
| i) (a) take | (b) get | (c) fetch | (d) drop |
| ii) (a) rear | (b) ahead | (c) bottom | (d) back |
| iii) (a) troubled | (b) upset | (c) unconcerned | (d) uneasy |
| iv) (a) split | (b) shattered | (c) damaged | (d) perfect |
| v) (a) forfeit | (b) miss | (c) win | (d) fail |

V. ANSWER THE FOLLOWING QUESTIONS IN BRIEF.

1. Where did the narrator work?

The narrator worked at the swift delivery company.

2. What was the narrator's job in the docks?

The narrator's job was to drive a little pony-and-cart in and out of the docks.

3. What was Clem Jones carrying in the box?

Clem Jones was carrying a cat in the box.

4. What happened when the box was opened?

When the box was opened, a ship's cat jumped out and ran back into the docks.

5. Did the narrator believe Clem's story?

Yes, the narrator believed Clem's story.

6. What was the narrator carrying in his pocket?

The narrator was carrying seventeen oranges in his pockets.

7. Who is Pongo?

Pongo is a police man working as a security guard at the shipyard.

8. Why did Pongo want to bring another police man?

Pongo wanted to bring another policeman to get a witness for the case.

9. What did the voice in the narrator's head tell him to do?

The voice in the head told him to eat all the seventeen oranges.

10. Why did the policemen arrive a little late to the cabin?

The policemen had seen some carts at the docks gate. They went and talked to the drivers. So they were late to the cabin.

11. What did the narrator do with the pips and peels?

The narrator swallowed the pips and the peels to get rid of the evidence.

12. Why did the narrator call Clem Jones a careful planner?

The narrator called Clem Jones a careful planner because he planned a theft carefully and executed it well.

13. What was Clem Jones carrying in the box during his second attempt?

Clem Jones was carrying a large Dutch cheese in the box during his second attempt.

14. Why did the policeman suspect the narrator?

The policeman caught the narrator red-handed because the string of his apron broke and the cop noticed that the narrator's pockets were bulging.

15. Why did Pongo consider as evidence against the narrator?

Pongo, the policeman considered the oranges and the narrator's statement would be evidence against the narrator.

16. How did the narrator feel when he was alone in Pongo's cabin?

When the narrator was locked in the Pongo's cabin, he lost hope in life and felt afraid that he would lose his job.

17. What did the narrator do to get rid of the evidence?

The narrator ate all the oranges to get rid of the evidence.

18. What did Pongo do when he found no oranges on the table?

Pongo was shocked when he found no oranges on the table. He looked everywhere for the oranges. He also looked in the narrator's pockets and in his apron.

19. Why were the policemen not able to bring any charges against the narrator?

As there was no evidence left against the narrator, the policemen were not able to bring any charges against the narrator.

20. How did the narrator feel after eating seventeen oranges?

The narrator felt sick for a week and the oranges kept working away in his stomach.

21. What happened to the narrator's love for oranges after the incident?

He was never crazy for oranges after that incident.

V. ANSWER THE FOLLOWING IN ABOUT 80-100 WORDS.

1. Narrate the clever strategy followed by Clem Jones to deceive Pongo.

Clem Jones was one of the narrator's friend who worked with him at the dock. Clem was amazingly smart about stealing things from the docks and boats. Once, he carried a box and came out of the docks. The cop Pongo stopped him and investigated about the box. Clem told that it had a cat. The cop insisted on opening it. When Clem did so, a ship's cat jumped off and escaped into the docks. When Clem Jones returned with the box of cheese, he looked angrily at the policemen. Clem Jones feels guilty of his previous act. By making Pongo feel guilty, Clem was able to avoid any more security check and thus was able to steal a large Dutch cheese.

2. Describe the confrontation between the narrator and Pongo.

The narrator used to work at a shipyard, carrying fruits and other goods to the docks in his pony cart. The narrator loved oranges so much that he could eat a number of oranges without break for hours. The narrator was once caught with his seventeen oranges because his apron string broke and the policeman Pongo noticed that the narrator's pockets were somewhat bulged. So, the policeman looked into the narrator's pockets and found there were seventeen oranges. Pongo locked the narrator in the cabin, he lost hope in life, felt afraid that he would lose his job. The narrator ate all the oranges to get rid of the evidence. Pongo looked everywhere for the oranges. He looked in the narrator's pockets and his apron. As there was no evidence left, the policemen were not able to bring any charges against the narrator. He felt sick for a week and those oranges kept working away in his stomach.

TEXTUAL QUESTIONS

A. FROM YOUR READING OF THE TEXT, CHOOSE THE CORRECT ANSWERS FROM THE OPTIONS GIVEN BELOW.

- 1) The narrator was very fond of
(a) eating oranges (b) driving a pony-and-cart
(c) reading detective stories (d) munching away at something
- 2) The narrator was searched by the policeman, because
(a) his pockets were bulging (b) he was singing songs
(c) he was carrying a box (d) the oranges could be smelt
- 3) The narrator kept his mouth shut when questioned by Pongo, because
(a) anything said would be held as evidence against him.
(b) the oranges would fall out (c) he did not steal the oranges
(d) he was scared of Pongo
- 4) The voice in the narrator's head advised him to
(a) confess the truth to Pongo (b) eat all the oranges
(c) deny his guilt (d) hide all the oranges
- 5) Pongo found no trace of the oranges on the table, because
(a) Pongo's mate had stolen them (b) all the oranges were sold
(c) the narrator had eaten them all (d) they disappeared mysteriously

VOCABULARY:

WRITING:

I. WORK IN GROUPS AND DISCUSS. THEN WRITE A DIARY ENTRY IN ABOUT 60-80 WORDS DESCRIBING YOUR FEELINGS AND EMOTIONS FOR THE GIVEN SITUATIONS. IMAGINE, YOU ARE PONGO.

1. Your feelings when you caught the boy?

I am pongo, the policeman. I work as the security guard in the shipyard. One day I was on duty. I saw a boy riding a cart and coming out of the docks. His pockets were bulging. He had hidden them under his apron. As usual I stopped him for a casual check. I found seventeen oranges hidden in his pocket. But he was not a thief. However he had stolen the oranges and taken them home. He kept quiet. He could speak nothing. He was very scared. He was only a teenager and crazy of oranges. So I took pity on him. I had no intention to punish him. I let him go after counselling him. It was quiet obvious that he was free from fear and worry. I just went ahead on my duty with the spirit of gentleness and forgiveness.

2. Your feelings and emotions when you came back and found oranges gone?

I never thought that I would get a case that day. It was quiet unfortunate that I caught a boy red-handed with seventeen oranges. This occurred in the shipyard. I decided to take action against this boy. I locked him in a cabin. He was frightened and upset. He thought that he would lose his job and be imprisoned. I went out to bring another policeman to be a witness against the boy. The policeman and I returned to the cabin. We entered the cabin and found that the oranges were finished off. The oranges were the only evidence we had. Now there was no evidence to punish, him. I was disappointed. We became helpless. We could not keep the boy in the cabin. So we released the boy and he went home cheerfully, "It is always true that man proposes but God disposes of".

- L. HAVE YOU EXPERIENCED ANY UNEXPECTED TURN OF EVENTS IN YOUR LIFE? WHAT HAPPENED? HOW DID YOU FEEL ABOUT IT AT THAT MOMENT? HOW DO YOU FEEL ABOUT IT NOW? WRITE AN ARTICLE FOR YOUR SCHOOL MAGAZINE DESCRIBING YOUR EXPERIENCE IN ABOUT 150 WORDS.

A MEMORABLE DAY IN MY LIFE:

The happiest day in my life was the day of our tour to Ooty, We went for a trip to the beautiful hill station last month. The trip was very nice. We enjoyed it a lot. On a breezy Saturday we started the trip. We hired a vehicle to accommodate our family and my uncle's family too. We entered a lodge at 10 O'clock in the morning. The weather was chill and we were breezing like statues. After a while we got ready wearing our warm clothes. We went to the thunder world which was a very different theme zone I have ever seen. The botanical garden and the rose garden were so amazing. It was a great scene to see the millions of flowers all together. They all looked as if they were welcoming us with smiling faces. The next day we visited Pykara. The boating was a thrilling experience. On the same afternoon we went to Mudhumalai forests and saw wildlife directly. The trip was very wonderful, informative and educative. It was really one of the most memorable ones in my life.

GRAMMAR

- A. GIVEN BELOW IN COLUMN A ARE SOME PHRASAL VERBS TAKEN FROM THE TEXT. FIND THE MEANINGS BY USING A DICTIONARY AND COMPLETE COLUMN B.

| S.No. | Column A Phrasal Verb | Column B Meaning |
|-------|--------------------------|---------------------------|
| 1. | fond of | liking something pleasant |
| 2. | hidden away | concealed |
| 3. | lock up | imprison |
| 4. | laughed at | ridiculed |
| 5. | look at | examine closely |
| 6. | bring up | raise |
| 7. | gave up | left/relinquished |
| 8. | went through | examined carefully |
| 9. | finish off | destroy something |
| 10. | figure out | think about/work out |

- C. DO'S AND DON'TS (NECESSITY, OBLIGATION AND PERMISSION) CHOOSE THE CORRECT OPTION:

1. We use (should/**must**/ ought to) when something is compulsory, obligatory and important.
2. We use (**should**/must/ought to) when something is the right thing to do.
3. We use (should/must/**ought to**) when something is suggested or recommended.

- D. COMPLETE THE SENTENCES WITH ONE OF THE MODAL VERBS GIVEN BELOW. (can, can't, could, couldn't, may, shouldn't)

1. Students **may** be quiet when they write the examination.
2. You **shouldn't** wear a coat, it's quite warm
3. **Can** you open the window? It is very hot in the room.

4. I **couldn't** go to school yesterday because I was ill.
5. When she was eighteen, she **could** run fast.
6. You **shouldn't** drive fast, it's no safe.
7. He is a famous cricketer. He **can** bat well.

E. YOU ARE AADHAV. WHILE YOU WERE AWAY ON A HOLIDAY, YOUR HOUSE WAS BURGLED. USE APPROPRIATE MODELS AND COMPLETE THE LETTER TO YOUR FRIEND TELLING HIM/HER ABOUT IT/.

No. 36, Gandhi,
Road Chennai – 45,
04 August 2018.

Dear Ramesh,

How are you? I feel sad to inform you that my house was burgled last week when I was on a holiday. Burglars (1) **should** have known from the accumulated newspaper pile that I had gone away. When I came back last Sunday, I found the back-door lock broken. I (2) **should** have forgotten to bolt the back-door from inside and they (3) **must** have entered through it. My room was ransacked. They took my laptop and other valuables. I (4) **should** have deposited the jewellery in a bank locker to avoid this loss. I (5) **should** have informed my neighbours about my week-long trip. Well, I have registered an FIR with the police. They are investigating the case. They have assured that I (6) **must** get my jewels back. The Bulgars (7) **will** be caught very soon.

Convey my regards to all at home.

Yours lovingly,
AADHAV

F. MATCH THE SQUARES TO FORM PROPER SENTENCES.

ANSWERS:

ADVICE:

1. I/She should take some pills
2. She/They shouldn't wear warm clothes
3. She/They shouldn't go home
4. Sam and Jai should see a doctor.

OBLIGATION/ PROHIBITON:

1. She must take some pills
2. She/They must wear warm clothes
3. She/They mustn't go home
4. Sam and Jai must see a doctor.

G. FILL IN THE BLANKS WITH APPROPRIATE MODALS.

Milk is a nutritious food enriched with vitamins and proteins. We (1) **should** take milk regularly so that we (2) **shall** not develop deficiencies in our body. Aged persons, children and patients (3) **can** take milk in sufficient quantities as it provides strength to their body. We (4) **ought to** supplement it with fruits, vegetables, and pulses for proper growth of the body. But we (5) **should** consume the milk of good quality. Otherwise it (6) **may** cause harm to the body. We (7) **should** be very careful while selecting our food items because there are chances that these (8) **could** be adulterated. We (9) **should** protect our health.

POEM

THE SPIDER AND THE FLY

A. READ THE FOLLOWING LINES FROM THE POEM AND ANSWER THE QUESTION IN A SENTENCE OR TWO.

1. *"The way into my parlour is up a winding stair,
And I've many curious things to show when you are there".*
 - a. **How to reach the spider's parlour?**
The spider's parlour can be reached through a winding stair.
 - b. **What will the fly get to see in the parlour?**
The fly gets to see many curious things in the parlour.
2. *"Oh no, no," said the little fly, "kind sir, that cannot be,
I've heard what's in your pantry, and I do not wish to see!"*
 - a. **Is the fly willing to enter the spider's pantry?**
The fly is not willing to enter the spider's pantry.
 - b. **Can you guess what was in the pantry?**
Only remains of dead flies was found in the pantry.
3. *"Sweet creature!" said the spider, "You're witty and you're wise,
How handsome are your gauzy wings, how brilliant are your eyes!"*
 - a. **List the words used by the spider to describe the fly.**
Sweet, witty, wise, handsome, gauzy, brilliant.
 - b. **Why does the spider say that the fly is witty?**
The spider calls the fly witty because the fly is clever to avoid entering the web.
4. *The spider turned him round about, and went into his den,
For well he knew the silly fly would soon come back again.*
 - a. **Why is the poet using the word den to describe the spider's web?**
The spider is like a lion in its web, so the poet uses the word den.
 - b. **Why was the spider sure that the fly would come back again?**
The spider has flattered the fly of its beauty, so he was sure it would come back again.
5. *With buzzy wings she hung aloft, then near and nearer drew,
Thinking only of her brilliant eyes, and green and purple hue-*
 - a. **Who does 'She' refer to?**
She refers to the fly.
 - b. **What was 'She' thinking of?**
She was thinking of her beautiful eyes and the colours of her wings.
6. *And now dear little children, who may this story read,
To idle, silly flattering words, I pray you ne'er give head,*
 - a. **Who does 'I' refer to?**
I refer to the poet.

b. What is the advice given to the readers?

The poet advises us not to fall a prey to flattery and sweet words.

B. COMPLETE THE SUMMARY BY FILLING IN THE SPACES WITH SUITABLE WORDS.

The poem begins with the spider's (1) pursuit of the fly. He (2) reaches out to the fly to come into its home. The spider describes his parlor as the (3) prettiest one. The spider kindles the curiosity of the fly so that she may enter his home. Fortunately, the fly was (4) wise/intelligent and refused to get into his home. Now the spider pretends to be a (5) friend and asks her to come and rest in his home. He offers her (6) sheets and a (7) bed to rest. This time also the fly (8) declines the spider's offer very politely. The next weapon that the spider uses is (9) flattery. The spider praises the (10) wings and (11) eyes of the fly and also praises her (12) crest. He invites her to look at herself in the (13) mirror which is in his parlour. The fly is (14) flattered by the words of the spider and she falls a (15) prey to her (16) enticement/invitation.

C. ANSWER THE FOLLOWING QUESTIONS IN ABOUT 80-100 WORDS.

1. Write a character sketch of the spider.

This poem takes us through a spider's ultimately successful attempts in enticing a fly into its web. The spider is cunning in capturing its victim. It ensnares the fly through the use of seduction and flattery. In stanza one, it does its best to trap the fly into its parlour with the promises of pretty things to see. Next, it tries a different tactics, offering the fly a pretty and a comfortable place to sleep, and lovely food. Finally, it tries to flatter the fly by praising its beauty and traps the fly into his den.

2. What happens if we fall a prey to flattery? Give instances from the poem 'The spider and the fly'.

If we fall a prey to flattery, we have to face evil consequences, just like the fly who falls a prey to the spider's flattery and seduction. The spider uses different tactics to entice the fly into its web. It invites the fly into its parlour with the promises of pretty things to see. When the fly refuses, it entices him by offering a pretty comfortable bed and lovely food. When the fly refuses again, finally it flatters the fly for its beautiful appearance. The fly gets flattered and gets trapped into the den. This poem teaches us that we should be cautious against those who use flattery and charm to disguise their true evil intentions.

3. In your own words give a detailed descriptions of :

a The spider's parlour.

The spider's parlour had winding stairs. It is the prettiest parlour that had ever been seen by the fly. It has been filled with many pretty things, which would arouse the curiosity of the fly. There are also pretty curtains, whose sheets are fine and thin. It had pretty and a comfortable bed and a lovely food.

b. The fly appearance.

The fly had gauzy wings and brilliant eyes. But the spider flattered it saying that it had pearl and silver wings, green and purple body and its antenna is like a crown on him.

APPRECIATE THE POEM

FIGURES OF SPEECH

1. **Pick out one more instance of consonance from the poem.**

Hearing his wily, flattering words, came slowly flitting by;
So he wove a subtle web, in a little corner sly.

2. **Pick out one more instance of consonance from the poem.**

The spider tuned him round about and went into his den,
"I'm sure you must be weary, dear, with soaring up so high."

3. **Identify the figures of speech**

"Your eyes are like the diamond bright, but mine are dull as lead! "
Simile is the figure of speech.

4. **Pick out the words in alliteration.**

"Sweet creature!" said the Spider, "you're witty and you're wise,"
Sweet – Spider; and witty – wise are alliterated.

WRITING:

- A. **THE FLY GIVES INTO FLATTERY AND BECOMES THE SPIDER'S PREY. IF YOU ARE ASKED TO GIVE A HAPPY ENDING TO THE POEM, HOW WILL YOU SAVE THE FLY? WRITE IN YOUR OWN WORDS**

Finally, the fly is mesmerized by the words of the spider. The spider praises her beauty. The fly flies towards the web. But before she could enter it, the fly's friend arrives and sees what a dreadful trap she is going to fall into. She immediately comes in front of her and stops her from entering the web. The fly regaining her consciousness, realizes what a foolish thing she was going to do and thanks her friend for saving her life.

SUPPLEMENTARY

THE CAT AND THE PAIN KILLER

IV SUMMARY

Tom Sawyer felt dejected as Becky Thatcher had stopped coming to school. His aunt Polly was very concerned about his health condition. So, she began to try various remedies on him. Tom became fed up with his Aunt's brand of remedies and pretended to like the pain-killer. He started to ask for it every day and finally pretended to be fond of pain-killer. He asked for it so often that he became a nuisance and his aunt ended by telling him to help himself and quit bothering her. One day Peter the cat wanted to have the pain-killer and asked for it. Tom gave a spoonful to it. Peter after having it began to do somersaults in air. When Aunt questioned Tom for Peter's behaviour, Tom replied that the cat did not have aunt so he gave it the medicine. Aunt realized her mistake and stopped giving Tom the medicine.

- II. **READ THE PASSAGE AND ANSWER THE QUESTIONS GIVEN BELOW**

Aunt Polly added hot baths, sitz baths, shower baths and plunges. The boy remained bored. She began to assist him with slim oat meal diet and blister plasters. She filled him up everyday with quack cure-alls. He became fed up and so he thought of professing to be fond of pain-killer. He asked for it so often. Finally his aunt ended by telling him to help himself and quit bothering her.

a) How did Aunt Polly assist the water?

She began to assist the water with a slim oatmeal diet and blister-plasters.

b) With what did Aunt fill Tom up?

Aunt Polly filled him up everyday with quack cure-alls.

c) Who became fed up with Aunt Polly's activities?

Tom became fed up with Aunt Polly's activities

d) What did Tom ask for so often?

He asked for the pain-killer very often.

e) What did Aunt Polly tell Tom to do?

She asked him to help himself for the pain killer and quit bothering her.

TEXTUAL QUESTIONS

A. CHOOSE THE MOST SUITABLE OPTION.

1. Tom was disturbed because _____.
(a) he didn't sleep well (b) his scores were low at school
(c) his friend Becky Thatcher stopped coming to school
(d) he had picked up a fight with Becky Thatcher
2. Aunt was an experimenter in _____.
(a) trying new recipes (b) designing fashionable frocks
(c) modern gardening techniques **(d) trying out new medicines**
3. Tom used the pain-killer to _____.
(a) take care of his health **(b) mend the crack on the sitting room floor**
(c) cure Becky Thatcher (d) help his aunt
4. Peter sprang a couple of yards in the air as _____.
(a) he had a teaspoon of the pain-killer
(b) his tail was caught in the mouse trap
(c) Tom threw him out of the window (d) Aunt gave him a push
5. Finally Aunt Polly said to Tom that he _____.
(a) need not take any more medicine (b) has to go to school regularly
(c) should not meet any of his friends (d) must take medicines every day

B. IDENTIFY THE SPEAKER/CHARACTER

1. He banged against furniture, upsetting flower-pots and making general havoc - **Peter the cat**
2. She stood petrified with astonishment peering over her glasses - **Aunt Polly**
3. That is I believe they do - **Tom**
4. What has that got to do that with it ? - **Tom**
5. I done it out of pity for him - **Tom**

C. BASED ON YOUR READING, REARRANGE THE FOLLOWING SENTENCES IN THE CORRECT SEQUENCE

1. Since all her methods failed, finally she gave him a pain-killer.
2. He told his aunt that Peter had no aunt, so he gave him the medicine.
3. The pain-killer triggered adverse reaction on Peter.
4. It jumped out of the open window.
5. Tom was dull and depressed.

6. This incident upset aunt Polly and she questioned him.
7. But Tom gave that pain-killer to the cat Peter.
8. So aunt Polly tried different types of remedies on him.

ANSWERS:

1. Tom was dull and depressed.
2. So aunt Polly tried different types of remedies on him.
3. Since all her methods failed, finally she gave him a pain-killer.
4. But Tom gave that pain-killer to the cat Peter.
5. The pain-killer triggered adverse reaction on Peter.
6. It jumped out of the open window.
7. This incident upset aunt Polly and she questioned him.
8. He told his aunt that Peter had no aunt, so he gave him the medicine.

D. BASED ON YOUR UNDERSTANDING OF THE STORY, WRITE THE ANSWERS FOR THE FOLLOWING QUESTIONS IN A SENTENCE OR TWO.

1) Why did Tom lose the charm of his life?

Tom's friend Becky Thatcher stopped coming to school. So he lost the charm of his life.

2) Why did Aunt Polly try different remedies on Tom?

Tom's aunt wanted to try new medicines of producing health. She was infatuated with patent medicines and an incurable experimenter. So, she tried different remedies on Tom.

3) How did the medicine diminish?

Tom pretended to be fond of pain-killer. So he asked for it often. He used to pour it into a crack in the sitting room floor. Thus the medicine diminished

4) Did Tom compel Peter to have the pain-killer?

No. Tom did not compel Peter to have the pain-killer.

5) Why did Peter wish to taste the pain-killer?

Peter wished to taste the pain-killer because he wanted it.

6) How did Aunt Polly discover the reason for Peter's absurd behaviour?

Aunt found the teaspoon and held it out. Thus she discovered the reason for Peter's absurd behaviour.

7) What was the reason given by Tom for giving the pain-killer to the cat?

Tom said that the cat had no aunt. So he gave it the medicine.

8) Why did Aunt Polly's eyes water?

Aunt realized that the cruelty to the cat is cruelty to the little boy too. So her eyes watered.

E. ANSWER THE FOLLOWING QUESTIONS IN ABOUT 80-100 WORDS.

1. Describe the different types of remedies tried by Aunt Polly on Tom.

Tom's aunt was the type of person who was infatuated with patent medicines and new ways of producing health or mending it. The first remedy aunt Polly tried on Tom was the water treatment. She stood him up in the woodshed and drowned him with a deluge of cold water; then she scrubbed him down with a towel like a file. She rolled him up in a wet sheet and put him under blankets till he sweated his soul .

2. Narrate the funny sequence between Tom Sawyer and Peter, the cat.

The “Pain-killer” became a regular treatment, and to Tom Sawyer, it tasted like a liquid fire. Tired of the daily doses, one day Tom feeds a spoonful to the cat Peter, which upon receiving the medicine begins to do somersaults in the air. Aunt Polly learns that Tom has fed the cat the pain-killer, Tom explains for his actions by saying that he has done it out of pity for the cat because it did not have any aunt”to treat his bowels.

F. COMPLETE THE SUMMARY OF THE EXTRACT USING THE APPROPRIATE WORDS FROM THE BOX BELOW.

| | | | |
|-------------|----------|------------|----------|
| pain-killer | stopped | cruelty | remedies |
| teaspoon | school | summersets | Peter |
| pretended | dejected | health | crack |

Tom Sawyer felt dejected as Becky Thatcher had stopped coming to school. His Aunt Polly was very concerned about his health condition. So, she began to try various remedies on him. Tom became fed up with his Aunt’s brand of remedies and pretended to like the pain-killer. He started to ask for it very often. But, Tom used the medicine to mend the crack on the floor. One day, Tom gave the pain-killer to his Aunt’s cat, Peter. The pain-killer had an adverse effect on the cat and it started to jump around the room. Aunt Polly entered the room in time to see the cat throw a few summersets and sail through the open window. She found the teaspoon with a little pain-killer sticking to it and knew that Tom had treated the cat with it. She realized that, what was cruelty to the cat should be the same to the boy too and stopped giving medicines to him.

G. IN THE STORY WE FIND A LOT OF AMERICAN SLANG USAGE OF ENGLISH. COMPLETE THE TABULAR COLUMN WITH STANDARD ENGLISH. ONE HAS BEEN DONE FOR YOU.

| | |
|-------------------------------------|--|
| Finally hit 'pon | Finally hit upon. |
| There ain't anything mean about me. | There isn't anything mean about me. |
| Deed I don't know | Indeed I don't know. |
| Yes'm. That is. I believe they do. | Yes madam, that is, I believe they do. |
| She'd a roasted bowel out of me. | She had a roasted bowel out of me. |
| Oh, go 'long with you, Tom. | Oh, go along with you, Tom. |

H. COMPLETE THE MIND MAP

1. Becky Thatcher, Tom's friend had stopped coming to school.
2. So Tom became unhappy and the charm of life was gone.
3. Aunt Polly was concerned about Tom.
4. She tried all manners of remedies on Tom.
5. Tom pretended to like the pain-killer and asked for it very often.
6. One day Tom gave the pain-killer to Peter, the cat.
7. The incidents that followed made his aunt feel sorry.

UNIT - 5

PROSE

WATER- THE ELIXIR OF LIFE

I. CHOOSE THE APPROPRIATE SYNONYM FOR THE UNDERLINED WORDS

1. Man has through the ages sought in vain for an imaginary elixir of life.
a. luxurious b. **potion that cure all ills**
c. extremely comfortable d. expensive-looking
2. On one side was visible a sea of billowing sand without a speck of green.
a. Swelling b. shrinking c. deflating d. flattening
3. The most fertile and densely populated areas to be found teeming with life and vegetation.
a. barren b. deserted **c. filled** d. scraze
4. A little stream trickling over the rocks or a little pond by the wayside.
a. pouring b. spraying c. deluging **d. flowing slowly**
5. It has played a role of vast significance in shapping the course of the earth's history
a) small **b) great** c) tiny d) little
6. The menace which soil erosion presents to the continuance of successful agriculture is an alarming one.
a) safety b) comfort **c) danger** d) delight
7. It is obvious that the aim should be to check the flow of water at the earliest possible stage.
a) dubious b) doubtful c) obscure **d) apparent**
8. an immense quantity of rain-water must necessarily run off the ground.
a) little b) limited **c) enormous** d) diminutive

II CHOOSE THE CORRECT SYNONYMS FOR THE UNDERLINED WORDS

1. Man has through the ages sought in vain(i) for an imaginary elixir of life, the divine Amrita, a draught of which was thought to confer immortality(ii). But the true elixir of life lies(iii) near our hands;for it is the commonest(iv) of all liquids,plain water!! remember one day standing on the line which separates(v) the Libyan Desert from the valley of the Nile in Egypt.
i) (a) important **(b) useless** (c) significant (d) useful
ii) **(a) eternity** (b) disaster (c) doom (d) fatality
iii) (a) frankness (b) honesty **(c) untruth** (d) openness
iv) **(a) universal** (b) specific (c) uncommon (d) abnormal
v) **(a) disconnects** (b) keeps (c) combines (d) unites

2. On one side was visible(i) a sea of billowing(ii) sand without a speck(iii) of green or a single living thing anywhere on it. On the other side lay one of the greatest,most fertile(iv) and densely populated areas to be found anywhere on the earth,teeming(v) with life and vegetation.

- | | | | |
|-------------------|-----------------------|---------------------|-----------------------|
| i) (a) obscure | (b) concealed | (c) vague | (d) noticeable |
| ii) (a) shrinking | (b) swelling | (c) stabilizing | (d) deflating |
| iii) (a) lot | (b) pile | (c) tiny bit | (d) bundle |
| iv) (a) barren | (b) productive | (c) sparse | (d) unfruitful |
| v) (a) empty | (b) lacking | (c) filled | (d) needing |

3. Soil erosion occurs in successive(ii) steps, the earliest of which may easily pass unnoticed. In the later stages, the cutting up and washing away of the earth is only too painfully apparent(ii) in the formation of deep gullies and ravines(iii) which make all agriculture impossible. Sudden burst of excessively heavy rain resulting in a large run of surplus(iv) water are the principal(v) factors in causing soil erosion.

- | | | | |
|------------------------|--------------------|------------------------|-----------------|
| i) (a) disordered | (b) alternate | (c) consecutive | (d) non-linear |
| ii) (a) unclear | (b) evident | (c) dubious | (d) mysterious |
| iii) (a) gorges | (b) plains | (c) mountains | (d) deserts |
| iv) (a) scarcity | (b) shortage | (c) excess | (d) deficiency |
| v) (a) minor | (b) ancillary | (c) unimportant | (d) main |

III. CHOOSE THE CORRECT ANTONYM FOR THE UNDERLINED WORDS

- Every animal or plant contains a substantial proportion of free or combined water in its body.
a. large b. massive **c. insignificant** d. significant
- Moisture in the soil is equally imperative for the life and growth of plants and trees.
a. necessary **b. inessential** c. crucial d. important
- The harnessing of our rivers,the waters of which now mostly run to waste,is a great national problem.
a. controlling b. using c. exploiting **d. unharnessing**
- The conservation and utilization of water is thus fundamental for human welfare.
a. destruction b. preservation c. salvation d. safekeeping
- Vast areas of land which at present are mere scrub jungle could be turned into fertile.
a. prolific b. productive **c. barren** d. fruitful
- By far the cheapest form of internal transport in a country is by boats and barges through canals.
a. economical b. reasonable **c. costliest** d. nominal
- The availability of electric power would make a tremendous difference to the life of the countryside
a. enormous b. gigantic c. colossal **d. tiny**
- Closely connected with the conservation of water supplies is the problem of afforestation
a. tree planting b. lumbering **c.deforestation** d. arboriculture

IV. CHOOSE THE CORRECT ANTONYMS FOR THE UNDERLINED WORDS

- Swiftly(i) flowing water can carry fairly large and heavy(ii) particles. The finest particles,however,remain floating within the liquid in spite of their greater(iii) density and are carried to great distances. Such particles are of course,extremely(iv) small, but their number is also great and incredibly(v) large amounts of solid matter can be transported in this way.

- i) (a) fleetly b) very fast (c) **slowly** (d) quickly
 ii) (a) hefty (b) **light** (c) huge (d) massive
 iii) (a) high (b) major (c) **lesser** (d) larger
 iv) (a) awfully (b) **moderately** (c) highly (d) intensely
 v) (a) amazingly (b) especially (c) uncommonly (d) **commonly**
2. Contributory causes are the slope(i) of the land, removal(ii) of the natural(iii) protective coat of vegetation, the existence of ruts along which the water can flow with rapidly(iv) gathering momentum, and the absence(v) of any checks of such flow.
- i) (a) slant (b) ramp (c) tilt (d) **upgrade**
 ii) (a) expulsion (b) withdrawal (c) **addition** (d) relocation
 iii) (a) normal (b) **artificial** (c) logical (d) native
 iv) (a) speedily (b) hastily (c) **slowly** (d) briskly
 v) (a) dearth (b) deficiency (c) lack (d) **presence**
3. On one side such was visible(i) sea of billowing sand without a speck of green or a single(ii) living thing anywhere on it. On the other side lay one of the greatest(iii) most fertile(iv) and densely(v) populated areas to be found anywhere on earth.
- i) (a) able to see (b) **invisible** (c) can not hear (d) understand
 ii) (a) **group** (b) lonely (c) aloof (d) family
 iii) (a) biggest (b) **smallest** (c) largest (d) shortest
 iv) (a) **barren** (b) wet land (c) valley (d) catchment
 v) (a) congested (b) thickly (c) **scarcely** (d) surplusly
4. Water is the basis of all life. Every animal or plant contains a substantial(i) proportion of free or combined Water in its body, and no kind of physiological activity is possible in which the fluid does not play an essential(ii) part. Water is, of course, necessary for animal life, while moisture(iii) in the soil is equally(iv) imperative(v) for the life and growth of plants and trees.
- i) (a) significant (b) **minor** (c) persistent (d) considerable
 ii) (a) **needless** (b) vital (c) important (d) necessary
 iii) (a) damp (b) **dryness** (c) wet (d) humidity
 iv) (a) evenly (b) fairly (c) **unfairly** (d) justly
 v) (a) necessary (b) important (c) essential (d) **inessential**

V. ANSWER THE FOLLOWING IN ONE OR TWO SENTENCE:

1. What is the imaginary elixir of life?

The divine of Amrita is the imaginary elixir of life.

2. What according to the writer is the real elixir of life?

According to the writer, water is the real elixir of life.

3. What is the wonderful difference the writer talks about in the passage?

On one side was a sea of billowing sand with no life. Whereas on the other side was the most fertile and densely populated area.

4. What is the 'cheering sight' mentioned in the paragraph?

The rain fed tanks in South India are a cheerful sight when they are full.

5. What does the writer compare water in a landscape to?

The writer compares the water in a landscape to the eyes in a human face.

6. How does the water in rainfed tanks get its colour?

The water in rainfed tanks carries silt or finely divided soil in suspension which is the origin of the characteristic colour.

7. What is the main cause of soil erosion?

Sudden bursts of heavy rain resulting in a large run of surplus water is the main cause for soil erosion.

8. What other factors add to the erosion of precious soil?

The slope of land, removal of natural vegetation, existence of ruts along the water can flow with fast momentum and absence of any check of such flow.

9. How can soil erosion be prevented?

The terracing of land, construction of bunds to check flow of water, contour cultivation and planting of appropriate type of vegetation.

10. How does prevention of soil erosion serve a double purpose?

The prevention of soil erosion would help to conserve and keep the water on and in the soil.

11. What are the two sources of water?

The two sources of water are rain and snowfall.

12. What happens to the rain water?

The rain water flows down into the stream and river and finally into the sea.

13. What is the idea of civilized forest?

Civilized forest would help in preventing soil erosion, conserve rainfall and planting of suitable trees in every possible and impossible areas.

14. How can you check soil erosion?

Soil erosion can be prevented by terracing of land, construction of bunds to check flow of water, contour cultivation and planting of appropriate type of vegetation.

15. Which is the cheapest means of transport?

The cheapest means of transport is by boats and barges through canals and rivers.

16. How can you make a difference in the countryside?

The availability of electric power would make a tremendous difference in the countryside.

17. What makes water one of the most powerful and wonderful things on earth?

It has played a vital role in shaping the course of the earth's history and in life on the surface of the earth.

18. How does water help in formation of fertile lands?

Water has the power to carry silt or finely divided soil. When silt-laden water mixes with the salt water of the sea, a great tract of land is formed. Such land is very fertile.

19. How does soil erosion happen and what are the main causes?

Sudden torrents due to the slope of land, removal of natural vegetation, heavy rain are the main causes.

20. What are some measures that are used to prevent soil erosion?

We can prevent soil erosion by terracing of land, construction of bunds to check flow of water, contour cultivation and planting of appropriate type of vegetation.

21. How according to Sir.C.V.Raman ,can rainwater as well as the water of rivers be prevented from going to waste?

Systematic planting of suitable trees in every possible and impossible areas can prevent rain water going to waste.

IV. ANSWER IN A PARAGRAPH:

1. How does Sir.C.V.Raman show that water is the real elixir of life?

Raman tries to bring about the importance of water, which has a unique power of maintaining animal and plant life. He regards 'The divine Amrita' which man has sought for ages in vain as the imaginary elixir of life. Water is the true elixir of life. It is the commonest of all liquids. It can make even barren desert to a fertile land. Water is the most potent and wonderful thing on earth. Water is the basis of life. Every plant and animal contains water in its body. The conservation and utilization of water is fundamental for human welfare.

2. Water exist in all plant and animal forms .Explain.

Water is the basis of all life. Every plant and animal contains some proportion of water in its body. No physiological activity is possible in which the fluid does not play a vital role. Moisture in the soil is needed for growth of plants and trees though the quantity necessary varies with the species. The conservation and utilization of water is fundamental for human welfare.

3. Life cannot exist on earth without water .Explain.

Water is the basis of all life. Every animal and plant contain water in its body. Water is essential for the body, moisture in the soil is important for growth of plants. Water can be harnessed for generation of hydroelectric power. Water has the quality of carrying silt which helps in formation of river valleys. Water is the fundamental necessity for both animal and plant forms.

TEXTUAL QUESTIONS

C. GIVEN BELOW ARE SOME IDIOMS RELATED TO WATER. MATCH THE IDIOMS WITH ITS MEANING.

Answers:

| S.NO. | IDIOMS | MEANING S |
|-------|---|--|
| 1 | Blood runs thicker than water | Family members have stronger obligations with each other than with people outside the family |
| 2 | To be a fish out of water | To be uncomfortable in a particular situation |
| 3 | Dull as dish water | Boring, uninteresting |
| 4 | As a duck takes to water | Naturally, with ease |
| 5 | Come hell or high water | No matter what happens |
| 6 | You never miss the water till the well runs dry | People are not grateful for what they have until they lose |
| 7 | Pour cold water on something | Criticism to someone that has not effects on them at all |
| 8 | Tread water | To criticize or stop something that some people are enthusiastic about |
| 9 | Be water off a duck's back | To be active but without making progress of falling farther behind |
| 10 | To be in deep water | To be in a difficult situation |

D. WATER IS A SCARCE RESOURCE. DISCUSS THE CAUSES, PROBLEMS AND SOLUTIONS TO WATER SCARCITY AND WRITE THEM BELOW.

| CAUSE | PROBLEM | SOLUTION |
|-----------------|-------------------------------|-------------------------|
| Drought | Disease | Rain water harvesting |
| Water Pollution | Unhygienic | Proper action |
| Climate Change | Pollution | Recycle water |
| Migration | Lack of water for agriculture | Agricultural techniques |

GRAMMAR:

SIMPLE PRESENT TENSE

A. CHOOSE THE CORRECT FORM OF THE PRESENT TENSE VERB FROM THE OPTIONS GIVEN.

- All children ____ something new every day. (**learn** / learns / learned)
- A good student always ____ hard, (work / **works** / worked)
- Engineers ____ bridges, (**build** / builds / built)
- My sister is an architect. She ____ skyscrapers. (design / **designs** / designed)
- The Himalayas ____ India from the cold winds. (**protect** / protects / protected)
- It always ____ here in the afternoon, (drizzle / **drizzles** / drizzled)
- My mother ____ in a factory, (work / **works** / worked)
- Kamali ____ English very well, but she doesn't understand Hindi. (speak/ **speaks**/ spoke)
- Cows ____ us milk, (**give** / gives/ gave)
- The trains to Chennai always ____ on time, (**run** / runs / ran).

PRESENT CONTINUOUS TENSE:

B. MAKE SENTENCES IN THE PRESENT CONTINUOUS TENSE USING THE VERB GIVEN IN BRACKETS.

- Who is that boy **standing** (stand) on the table?
- What are you **doing**? (do) I **am listening** (listen) to music.
- My brother **is working** (work) in London now.
- I **am waiting** (wait) for my mother.
- It is better not to disturb her, she **is working** (work).

C. WHAT ARE THEY DOING? USE THE VERBS BELOW AND WRITE SENTENCES. (EAT CRY PLAY READ SING WATCH)

Answer:

- Anu is singing.
- Peter is watching.
- Sudhan is playing.
- Velu is reading.
- Kalai is crying.

D. LOOK AT THE PICTURE AGAIN AND ANSWER THE QUESTIONS.

- Is Galen reading? **No, Galen is eating.**
- Is Velu eating? **No, Velu is reading.**
- Is Kalai dancing? **No, Kalai is crying.**
- Is Peter watching TV? **No, Peter is watching through a telescope.**
- Is Anu crying? **No, Anu is singing.**

A. WRITE THE -ING FORM OF THE VERBS.

1. Come - Coming.
2. Take - Taking
3. Fly - Flying.
4. Swim - Swimming
5. Study - Studying.
6. Read - Reading

F. WRITE NEGATIVE SENTENCES.

Answer:

1. No, he is not learning to read.
2. No, I am not having a bath.
3. No, I am not reading a fantastic book.
4. No, Raju is not driving a new car.
5. No, I am not looking for my bag.

G. WRITE QUESTIONS FOR THE ANSWERS.

1. **Are they singing?**

No, they are not singing.

2. **Is she writing a new book?**

Yes, she is writing a new book.

3. **Is it working?**

Yes, it is working.

4. **Is he doing the project?**

Yes, he is doing the project.

5. **Are we planning to go?**

Yes, we are planning to go.

H. FILL IN THE BLANKS WITH VERBS IN THE PRESENT CONTINUOUS.

1. You **are listening** (listen) to the music.
2. He **is crying** (cry).
3. I **am swimming** (swim) in the pool.
4. Latha **is waiting** (wait) for her daughter.
5. **Is** she **watching** (watch) TV?
6. Who **is** he **helping** (help)?
7. Her father **is not cooking the** (not / cook) dinner.
8. Akila, **is not singing** (not /sing) a song.
9. My brother **is not doing** (not / do) his homework.
10. **Is** your mother **working** (work) today?
11. Amutha and Praba **are playing** (play) tennis.
12. Amith and Ravi **are not swimming** (not / swim) in the lake.

PRESENT PERFECT TENSE:

I. MAKE SENTENCES IN THE PRESENT PERFECT TENSE USING THE VERBS IN BRACKETS.

1. She to _____ anybody, (never apologized, **has never apologized**, have never apologized)
2. My mother _____ to London, (**has been**, being in, have been)
3. I _____ all the plays of Shakespeare, (read, had read, **have read**)

4. Have you _____ your lunch? (finish, **finished**, had finished)
5. _____ he brought his bike? (Had, **Has**, Have)

PRESENT PERFECT WITH "EVER AND NEVER"

J. HAVE YOU EVER...?

| Activity | Yes, I have (name) | No, I have never. (name) |
|-------------------------------------|--|---|
| ... been to Ooty | Yes, I have been to Ooty. | No, I have never been to Ooty. |
| ... travelled by plane | Yes, I have travelled by plane. | No, I have never travelled by plane. |
| ... visited a museum | Yes, I have visited a museum. | No, I have never visited a museum. |
| ... tried swimming in sea | Yes, I have tried swimming in sea. | No, I have never tried swimming in sea. |
| ... gone hiking | Yes, I have gone hiking. | No, I have never gone hiking. |
| ... sung karaoke | Yes, I have sung karaoke. | No, I have never sung karaoke. |
| lost money | Yes, I have lost money. | No, I have never lost money. |
| taken a cold shower in winter | Yes, I have taken a cold shower in winter. | No, I have never taken a cold shower in winter. |
| ... listened to French music | Yes, I have listened to French music. | No, I have never listened to French music. |
| ... eaten a peach | Yes, I have eaten a peach. | No, I have never eaten a peach. |



PRESENT PERFECT CONTINUOUS TENSE:











K. MAKE SENTENCES IN THE PRESENT PERFECT CONTINUOUS TENSE USING THE VERBS IN BRACKETS.















1. How long _____ ? (are you waiting, **have you been waiting**, have you waited)
2. She _____ in the garden since morning, (is working, **has been working**, work)
3. I _____ this mobile for three years, (am using, has used, **have been using**)
4. The children _____ in the park, (has been playing, **have been playing**, had been playing)
5. The workers _____ higher wages for a long time, (has been demanding, **have been demanding**, demand)

SIMPLE PAST TENSE:

L. COMPLETE THE STORY USING THE PAST TENSE OF THE VERB

 **The Hare and the Tortoise** 

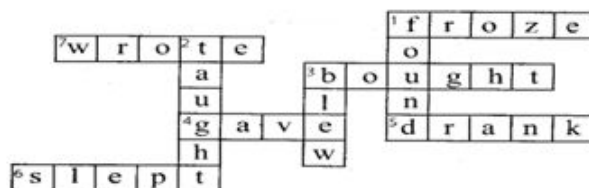
One day a  and a  decided to have a race. The  (1).....(know) that the  (2)..... (can) run faster than him. But the  (3)..... (be) more intelligent than the . 'Yes, I'll race you,' (4)..... (say) the . The  (5)..... (have) a clever plan. He (6)..... (find) his brothers and sisters and he (7)..... (tell) them to wait in different places along the path of the race. So they all (8)..... (hide) behind the trees along the path. The race (9).....(begin)! The  (10)..... (run) as fast as possible. But the  (11)..... (be) faster, of course. 'This will be a very easy race',

(12)..... (think) the . So the  (13) (decide) to rest, and he quickly (14)..... (fall) asleep at the side of the road. Suddenly, the  (15)..... (wake up) and he (16) (see) a  ahead of him! 'How did he get ahead of me?' the  asked himself. In fact, it (17)..... (be) not his friend the : it (18)..... (be) the  's sister. But to a , all tortoises look the same. The  (19)..... (run) past the  easily. Soon, he (20)..... (cannot) see the , so he (21)..... (sit) down to rest. Then the  (22)..... (get up) and continued the race. But as the  (23)..... (turn) around the last corner before the finish line, his friend the  crossed the line and (24)..... (win) the race!

ANSWERS

| | |
|-------------|--------------|
| 1. Knew | 2. could |
| 3. was | 4. said |
| 5. had | 6. found |
| 7. told | 8. hid |
| 9. began | 10. ran |
| 11. was | 12. thought |
| 13. decided | 14. fell |
| 15. woke up | 16. saw |
| 17. was | 18. was |
| 19. ran | 20. couldn't |
| 21. sat | 22. got up |
| 23. turned | 24. won |

M. FINISH EACH CLUE BY CHANGING THE VERB WITHIN BRACKETS TO AN IRREGULAR PAST-TENSE VERB. THEN COMPLETE THE CROSSWORD PUZZLE.



PAST CONTINUOUS TENSE:

N. MAKE SENTENCES IN THE PAST CONTINUOUS TENSE USING THE VERB IN BRACKETS.

1. The children were waiting (wait) for the bus.
2. The girls were learning (learn) their lessons.
3. I was playing (play) in the rain all evening.
4. Vijay was repairing (repair) his car.
5. Hari was working (work) hard to pass the entrance.

PAST PERFECT TENSE:

O. COMPLETE THE SENTENCES USING THE PAST PERFECT TENSE.

1. Kalai didn't complete his homework because he had slept.
2. By the time Sundar got up his brother had gone for work
3. When we reached the park our friend had already reached
4. Saralah didn't want to see her brother, though her brother had hoped the same.
5. Manohar was laughing because he had gone to see a comedy movie.

PAST PERFECT CONTINUOUS TENSE:

P. CIRCLE THE CORRECT VERB FORM IN EACH OF THE FOLLOWING SENTENCES.

1. Ezhil baked/ had been baking a cake when they came.
2. Veeran cleaned/ had been cleaning the room since morning.
3. We worked/ had been working in the city for ten years before we moved to the village.
4. The cat had been waiting/ was waiting for the mice to come out of its hole.
5. Kannan had been looking/ have been looking for a job for a long time.

SIMPLE FUTURE TENSE:

Q. COMPLETE THE SENTENCES USING THE CORRECT FORM OF THE VERBS IN BRACKETS.

1. We hope you will have (have) a great time in Ooty.
1. I think Manju will visit (visit) her grandparents during the vacation.
2. Be careful, that mirror will fall (fall) on the floor.
3. As soon as my father arrives, we will go (go) to watch the film.
4. When your train arrives, I will wait (wait) for you at the station.

FUTURE CONTINUOUS TENSE:

R. MAKE SENTENCES IN THE FUTURE CONTINUOUS TENSE USING THE VERB IN BRACKETS.

1. Ashwin will be completing (complete) M.B.A.in another two years.
2. I will be going (go) to Thanjavur by this time tomorrow.
3. Prabha will be receiving (receive) the best student award in six months' time.
4. The plane will be leaving (leave) at 3 o'clock.
5. He will be attending (attend) the conference.

S. WHAT IS AMALA GOING TO DO? GIVEN BELOW IS AMALA'S SCHEDULE FOR NEXT WEEK. READ IT AND ANSWER THE QUESTIONS USING THE FUTURE CONTINUOUS TENSE.

1. **What will Amala do on Sunday morning?**
She will be visiting her grandmother.
2. **What is Amala planning to do on Saturday afternoon?**
She will be preparing sweets.
3. **Where is Amala going on Wednesday morning?**
Amala will be going to the library to return the books.
4. **Who is Amala meeting on Tuesday morning?**
Amala will be meeting her friends.
5. **What will she buy on Monday afternoon?**
Amala will be buying groceries for the week.

FUTURE PERFECT TENSE:

T. MATCH WORDS FROM THE DIFFERENT COLUMNS TO MAKE REASONABLE PREDICTIONS. THEN WRITE THEM DOWN IN THE SPACE BELOW. ONE HAS BEEN DONE AS AN EXAMPLE.

Answers:

1. In 50 years, the ice cap will have melted.
2. In 10 years, the world's population will have reached 10 billion
3. In 50 years, India will have become the world's richest country.
4. In 10 years, women will have obtained equal rights with men.
5. In 10 years, Scientists will have discovered a complete cure for cancer.
6. In 50 years, India will have launched a space centre in moon.
7. In 50 years, U.K. will have become one country.

POEM

THE RIVER

A. MEMORISE THE POEM ' THE RIVER'

B. READ THE FOLLOWING LINES AND ANSWER THE QUESTIONS GIVEN BELOW

1. *O 'er the yellow pebbles dancing,
Through the flowers and foliage glancing*
 - a. **How does the river flow?**
The river flows glancing through the flowers and foliage.
 - b. **What is meant by 'foliage'?**
Foliage means a cluster of leaves, flowers and branches.
2. *River, river! Swelling river!*
On your rush through rough and smooth;
 - a. **Why does the poet mention the river to be swelling?**
There is lot of water flowing heavily in the river so the poet mentions the river to be swelling.
 - b. **What are the surfaces the river flow through?**
The river flows through rough and smooth surfaces.
3. *Over rocks, by rose-banks, sweeping
Like impetuous youth.*
 - a. **Where does the rose grow?**
The rose grows on the banks of the river.
 - b. **Which stage of man is compared here?**
The youth of men is compared here.
4. *Broad and deep, and still as time;
Seeming still, yet still in motion.*
 - a. **What is broad and deep?**
The river is broad and deep.
 - b. **Is the time still?**
No, the time appears not to be still.

5. *Tending onward to the Ocean,*

Just like mortal prime.

a. **Where is the river flowing to?**

The river is flowing to the Ocean.

b. **What does the poet mean by 'mortal prime'?**

Mortal prime means the river is like a hard working man.

C. READ THE FOLLOWING LINES AND ANSWER THE QUESTIONS.

1. *Bright you sparkle on your way;
O'er the yellow pebbles dancing,
Through the flowers and foliage glancing,
Like a child at play.*

Pick out the rhyming words.

Dancing and glancing; way and play are the rhyming words.

2. **Mention the rhyme scheme of the poem.**

The rhyme scheme of the poem is a b c c b.

3. *Through the flowers and foliage glancing,*

Like a child at play.

Mention the figure of speech used in the above lines. Give various other examples from the poem.

Alliteration is the figure of speech used in the above line. Various other examples from the poem are:-

1. On you rush through rough and smooth
2. Over rocks, by rose-banks
3. Seeming still, yet still in motion
4. Tending onward to the ocean
5. Down you dash into the sea
6. Sea that line hath never sounded
7. Sea that sail hath never rounded

4. **Seeming still, yet still in motion.**

(a) **Pick out the words in alliteration from the above line.**

Seeming, still

(b) **Identify other examples from the poem for alliteration. Other examples from the poem are:-**

1. On you rush through rough and smooth
2. Over rocks, by rose-banks
3. Seeming still, yet still in motion
4. Tending onward to the ocean
5. Down you dash into the sea
6. Sea that line hath never sounded
7. Sea that sail hath never rounded

5. **Pick out the examples for epithet from the poem.**

Little river!

Swelling river!

Brimming river!

Headlong river!

6. Pick out the examples for imagery from the poem.

Yellow pebbles
dancing Brawling, leaping
dash into the sea

D. ANSWER THE FOLLOWING IN A PARAGRAPH OF ABOUT 120-150 WORDS.

1. How does the poet bring about the comparison of life with the river? Explain it with reference to the poem,

The river sparkles and dances over the yellow pebbles. These acts are compared to an innocent child at play. The poet compares the river to a reckless youth who goes through rough and smooth patches. Then the youth becomes like a hardworking man who is at the prime phase of life. Like a river, life seems motionless but keeps moving towards a matured man. The journey of the river reaches the endless sea. Like wise, a human life reaches eternity.

2. Describe how the poem clearly describes about the features, functions and destructive power of the river.

The poem clearly describes about the features, functions and destructive power of the river. The poet gives the river the human characteristics. Some of these characteristics include being a baby, a wanderer, a nomad, a tramp and a hoarder. Each stanza describes one feature and function of the river as it meanders downstream. The different stages of life are brought in through the imagery used in the poem.

E. BASED ON YOUR UNDERSTANDING OF THE POEM, COMPLETE THE SUMMARY OF THE POEM BY CHOOSING THE WORDS/PHRASES GIVEN BELOW.

In the poem 'The River', the poet compares the flow of the river with different (1) stages of human life. The first stanza explains how the sparkling river goes dancing over (2) the yellow pebbles and glancing through the flowers and leaves. These acts of the river is compared to a curious and innocent (3) child at play. The second stanza compares the river to a (4) reckless youth who goes through rough and smooth patches of life. Like a youth, here the river becomes louder, faster and (5) sweeping everything all along the way. In the third stanza, the river becomes like a hardworking man who is at the (6) prime phase of the life. Here the deep and broad river seems (7) motionless but it keeps moving towards the sea like a matured man who silently marches towards the goal. In the last stanza the long (8) journey of the river reaches the endless sea like a human life attains eternity.

SUPPLEMENTARY

LITTLE CYCLONE:THE STORY OF A GRIZZLY CUB

I. READ THE FOLLOWING SENTENCES AND IDENTIFY THE SPEAKER

1. "I" m a grizzly from Alaska, and I've come to stay . - Little Cyclone.
2. Quick as a flash, outshot cyclone's right paw . - Little Czar.
3. "To see him fight". - The Little Grizzly.
4. When his mother was fired at hill side, he and his brother ran way. - Author.
5. He was little more than a big bale of gray for set up on four posts of the same material. - Grizzly cub.

II. REARRANGE THE SENTENCES IN PROPER ORDER

1. The two orphans were awakened by the rough grasp of human hands.
2. His nervous captor allowed him to go and that one was still on the chilkat.
3. Before the early morning sun had reached their side of the mountains.
4. One of them made a fight terrible.
5. Valiantly they bit and scratched, and bawled aloud with rage.

ANSWERS:

1. Before the early morning sun had reached their side of the mountains.
2. The two orphans were awakened by the rough grasp of human hands .
3. Valiantly they bit and scratched, and bawled aloud with rage.
4. One of them made a fight terrible.
5. His nervous captor allowed him to go and that one was still on the chilkat.

III. COMPLETE THE MIND MAP GIVEN BELOW:

1. Little cyclone was a grizzly cub from Alaska
2. When his mother was fired at, they thought she was sleeping
3. The next day at sunrise the two orphans found themselves at the rough grasp of human hands
4. One of them escaped as he made a fight so fierce and terrible
5. But the other cub was seized and taken to the zoological park at New York

V. SUMMARY

LITTLE CYCLONE:THE STORY OF A GRIZZLY CUB

Little cyclone was a grizzly cub from Alaska, who earned his name by the vigour of his resistance to ill-treatment. When his mother was fired, they ran away as fast as their stumpy legs could carry them. The next day at sunrise the two orphans found themselves at the rough grasp of human hands. One of them escaped after a fierce and terrible fight. So the captor let him go. But the other cub was seized and taken to the Zoological park at New York. The Zoological park had Bear's Nursery. Usually a newcomer is badly scared on his first day but grizzly bears are different. When the box was opened he stood up with courage and walked stiffly with pride to the centre of the stage,halted and calmly looked about him. Cyclone courageously met every attack real or fake. In less than an hour,all the other bears understood that Little Cyclone could strike quickly and fight any other bear on three second's notice.From then on Little Cyclone's position was assured with respect and dignity.

VI. READ THE FOLLOWING PASSAGE AND ANSWER THE QUETIONS THAT FOLLOW:

Here is an interesting story of a young grizzly bear which proved its strength and grit,not wishing to be cowed down or dominated by other bigger bears. Little Cyclone is a grizzly cub from Alaska,who earned his name by the vigour of his resistance to ill-treatment. When his mother was fired at, on a timbered hill side facing Chilkat river. He and his brother ran away as fast as their stumpy little legs could carry them.

a) Who proved its strength and grit?

Young grizzly bear proved its strength and grit.

b) Where does grizzly cub come from?

Grizzly cub is from Alaska.

c) How does it earned its name?

It earned its name by the vigour of his resistance to ill-treatment.

d) Where was his mother fired?

His mother was fired at a timbered hill side facing Chilkat river.

e) How does he and his brother escaped?

He and his brother ran fast.

TEXTUAL QUESTIONS

A. USE THE FOLLOWING PHRASES IN SENTENCES OF YOUR OWN.

1. **earn one's name** – make a name for oneself.
She earned her name in politics, as a powerful leader.
2. **in the rear of** – at the back of.
Harry was sitting in the rear seat of his car.
3. **to see one fight** – to struggle to get through something.
I can see him fighting for his right to vote.
4. **devoid of** – lacking in.
This apartment is devoid of all comforts.
5. **air and manner** – to behave in a way that does not show how you really feel.
Audy assumed an air and manner of indifference, whenever her name was mentioned.
6. **quick as a flash** – very quickly.
He helped her as quick as a flash.
7. **in wild haste** – rapidly.
It is important that decisions are not taken in wild haste.
8. **make a pass** – make advances to someone.
Men seldom make passes at girls who wear glasses.

B. NOW REFER A DICTIONARY AND FIND IDIOMS ON THE FOLLOWING ANIMALS, BIRDS AND INSECTS. LEARN THEIR MEANINGS AND SHARE WHAT YOU HAVE LEARNT WITH YOUR CLASS. TRY TO FRAME ILLUSTRATIVE SENTENCES WITH THOSE IDIOMS. FIND OPPORTUNITIES TO USE THEM IN YOUR EVERYDAY CONVERSATIONS.

1. **lion** – get the lion's share – get the greatest percentage.
My aunt got a lion's share of the inheritance.
2. **mouse** – as poor as a church mouse – poor.
My cousin is as poor as a church mouse and never has any money to spend
3. **parrot** – as sick as a parrot – very disappointed.
Tim was as sick as a parrot when he was separated from his family.
4. **fox** – as sly as a fox – smart and clever.
The manager of our apartment is as sly as a fox.
5. **hawk** – watching like a hawk – watching something very, keenly watching.
I am watching you like a hawk.
6. **Snake** – nurse a snake in one's bosom – look after.
I have nursed a snake in my bosom all these years.
7. **monkey** – I will be a monkey's uncle – I am very surprised.
Well, I'll be a monkey's uncle, if I agree with you.

8. **dog** – dog days – extremely hot days.
I slept in the basement during the dog days of August.
9. **snail** – At a snail's pace – Moving very slowly.
Traffic is moving at a snail's pace.
10. **bee** – make a beeline for – go quickly and directly to somebody
My grandmother made a beeline for the food as soon as she arrived.

C. BASED ON YOUR READING, ANSWER THE FOLLOWING QUESTIONS IN A PARAGRAPH OF ABOUT 100-150 WORDS EACH.

1. Describe the appearance of Little Cyclone

Little Cyclone is a grizzly cub from Alaska. He earned his name by the vigour of his resistance to ill-treatment. He was a curious and amusing little cub. It had fluffy hair, two big black eyes which sparkled like jet beads, short and fat nose and high shoulders. But his claws were strong and dangerous. He had a truly grizzly spirit. He did not show any fear to its opponents. He was born full of courage and devoid of all sense of fear. He was a queer looking gray fellow with a broad head. He could fight any other bear on three seconds' notice.

2. What does the fight Little Cyclone and his brother put up, tell you about the nature of grizzly bears?

Grizzly bears are born full of courage and devoid of all sense of fear. Little cyclone is a grizzly cub from Alaska. He earned his name by the vigour of his resistance to ill treatment. When his mother was fired at, on a timbered hillside, he and his brother ran away as fast as their short and thick legs could carry them. When they came back, they thought their mother was sleeping. They cuddled up close against her warm body and slept peacefully until morning. They were awakened by the rough grasp of human hands. Bravely, they bit, scratched and cried aloud with anger. His brother made a fight so fierce and terrible that his nervous captor let him go. Although, Little Cyclone fought just as desperately, his captor seized him by his hind legs, dragged him backwards and bound him. This fight of the grizzly bears proves their strength and grit. They do not wish to be cowed down or dominated by their opponents.

3. "If any of you fellows think there is anything coming to you from me, come and take it" How did Little Cyclone prove this?

When Little Cyclone's travelling box was opened, he found himself free in the Bear Nursery at New York. He walked stiffly with pride to the center of the stage, halted and calmly looked about him. His air and manner said as plainly as English, "I'm a grizzly from Alaska, and I've come to stay. If any of you fellows think there is anything coming to you from me, come and take it". Usually a new comer would be badly scared during his first day in the Nursery and very timid during the next. But grizzlies are different. They are born full of courage and devoid of all sense of fear. Naturally, it is a good test of courage and temper to turn a new bear into that roistering crowd. But Little Cyclone was fearless and quick in attacking his opponents on three seconds' notice.

4. Describe the confrontation between Little Czar and Little Cyclone.

Little Czar was a very cheeky and impertinent bear. But it was a good-natured European brown bear. He walked to Little Cyclone and aimed a sample blow at Cyclone's left ear. Quick as a flash, outshot Cyclone's right paw, as only a grizzly can strike and caught the would-be hazer on the side of the head. Amazed and confused, Czar fled in wild haste. Next Cyclone also attacked a black bear cub, who made a

pass at the newcomer and made him to quit the field. Little Cyclone carefully and meticulously met every attack, real or faked, that was made upon him. All the bears in the Nursery understood that Little Cyclone can fight any other bear on three seconds' notice. He could also strike anyone hard and quickly.

D. TELLING THE STORY AGAIN.

Little Cyclone was a grizzly cub from (1) Alaska, who earned his name (2) by the vigour of his resistance to ill-treatment. When his mother was fired at, they (3) ran away as fast as their stumpy legs could carry them. The next day at sunrise the two orphans found themselves at (4) the rough grasp of human hands. One of them escaped (5) after a fierce and terrible fight. So the captor let him go. But the other cub was (6) seized and taken to the (7) Zoological Park at New York. The Zoological Park had (8) Bears' Nursery. Usually a newcomer is badly scared on his first day but (9) grizzly bears are different. When the box was opened he stood up with courage (10) and walked stiffly with pride to the center of the stage, halted and calmly looked about him. Cyclone courageously met every (11) attack real or faked. In less than an hour, all the other bears understood (12) that Cyclone could strike quick and hard and fight any other bear on three second's notice. From then on Little Cyclone's position was (13) assured with respect and dignity.

E. COMPLETE THE FOLLOWING SENTENCE CHOOSING THE CORRECT ANSWER.

- Little cyclone is a grizzly cub who earned his name by his _____.
 a. Speed and courage
 b. **vigour of resistance to ill-treatment**
 c. appearance and behaviour
- The nervous captor let one bear go because _____.
 a. he was afraid of bears
 b. the bear fought so fiercely
 c. **The bear escaped and ran away**
- Little cyclone was rescued by the _____.
 a. members of the national zoo
 b. **friendly hands of the zoological society**
 c. Volunteers from new york
- Little Czar was a _____.
 a. grizzle cub from Alaska
 b. **good natured European brown bear**
 c. North American black bear
- Little Cyclone will fight any other bear in _____.
 a. 10 minutes notice
 b. **03 seconds notice**
 c. 10 seconds notice

UNIT 6

PROSE

FROM ZERO TO INFINITY

I. CHOOSE THE CORRECT SYNONYMS FOR THE UNDERLINED WORDS

- The teacher complimented the boy who had asked the absurd question.
 a)clever
 b)**silly**
 c)wise
- Senior students used to go to his dingy house.
 a)**dark and dirty place**
 b)bright place
 c)attractive place

- 3 But Ramanujan was ignorant of the work of the German mathematician George.F.Riemann
 a)conscious b)educated c)unaware
- 4 His father was a petty clerk in a cloth shop
 a)significant b)insignificant c)important
- 5 Unkempt and uncouth,he would visit offices
 a)neat b)clean c)not neat

II. CHOOSE THE APPROPRIATE SYNONYMS FOR THE UNDERLINED WORDS

1. Ramanujan's father was a petty(i) clerk in a cloth shop. From early childhood it was evident that he was a prodigy(ii). Senior students used to go to his dingy(iii) house to get their difficulties in mathematics solved. At the age of 13, Ramanujan was lent a book on advanced(iv) trigonometry written by S.L.Lonely. Not only did he master this rather(v) difficult book but also began his own research.
- i) (a) insignificant (b) significant (c) royal (d) major
 ii) (a) imbecile (b) **genius** (c) normality (d) regularity
 iii) (a) dark and dull (b) gloomy (c) **bright and clean** (d) sparkle
 iv) (a) basic (b) middle (c) primitive (d) **progressive**
 v) (a) **quite** (b) extremely (c) insignificantly (d) violently
2. Although Ramanujan secured(ii) a first class in mathematics in the matriculation examination and was awarded(ii) the Subramanyan Scholarship, he failed twice in his first-year arts examination in college, as he neglected(iii) other subjects such as History,English and Physiology. This disappointed(iv) his father. When he found the boy always scribbling numbers and not doing much else, he thought Ramanujan had gone mad(v).
- i) (a) missed (b) gave up (c) **obtained** (d) lost
 ii) (a) **granted** (b) denied (c) refused (d) disallowed
 iii) (a) included (b) **abandoned** (c) cherished (d) completed
 iv) (a) **distressed** (b) charmed (c) contented (d) comforted
 v) (a) wise (b) rational (c) sane (d) **Insane**
3. Unkempt(i) and uncouth(ii), he would visit offices, showing everyone his frayed(iii) notebooks and telling them that he knew mathematics and could do a clerical job. But no one could understand what was written in the notebooks and his applications for jobs were turned down(iv). Luckily for him, he at last found someone who was impressed(v) by his notebooks.
- i) (a) neat (b) **messy** (c) tidy (d) trim
 ii) (a) **rude** (b) decent (c) civilized (d) polite
 iii) (a) neat (b) perfect (c) **worn out** (d) smart
 iv) (a) processed (b) accepted (c) considered (d) **rejected**
 v) (a) apathetic (b) **amazed** (c) callous (d) heedless

III. CHOOSE THE CORRECT ANTONYMS FOR THE UNDERLINED WORDS

- 1 The arithmetic class was in progress
 a)advance b)**decline** c)movement
- 2 He could forget much of the Hardship, he had to endure.
 a)suffer b)**combat** c)agree
- 3 He came forth with many mathematical theorems.
 a)**backward** b)forward c)onward
- 4 The teacher was solving questions on division
 a)addition b)subtraction c)**multiplication**
- 5 There was a roar of laughter in the class.

a)cry

b)giggle

c)smile

IV. CHOOSE THE APPROPRIATE ANTONYMS OF THE UNDERLINED WORDS

1. Everyone laughed again. The boys understood the trick(i), arithmetic had played upon them. What they could not understand was why the teacher later complimented(ii) the boy who had asked that absurd(iii) question. the boy who asked the intriguing(iv) question was Srinivasa Ramanujan. throughout his life,he was always ahead(v) of his mathematics teachers.
 - i) (a) deceive (b) cheat (c) **honesty** (d) fool
 - ii) (a) commended (b) **abused** (c) praised (d) congratulated
 - iii) (a) **logical** (b) ridiculous (c) senseless (d) foolish
 - iv) (a) interesting (b) alluring (c) **boring** (d) appealing
 - v) (a) in advance (b) **backward** (c) forward (d) onward
2. In Ramanujan, Hardy found an unsystematic mathematician, similar to one who knows the Pythagorus theorem but does not know what a congruent(i) triangle means. Several discrepancies in his research could be attributed(ii) to his lack of formal education. Ramanujan played with numbers,as a child would with a toy. It was sheer genius(iii) that led him to mathematical"truths". The task of proving them,so important(iv) in Science, he left to lesser mortals(v).
 - i) (a) concurring (b) harmonious (c) agreeable (d) **disagreeable**
 - ii) (a) connected (b) **unrelated** (c) credited (d) associated
 - iii) (a) **ignorance** (b) ability (c) flair (d) aptitude
 - iv) (a) critical (b) **unimportant** (c) crucial (d) imperative
 - v) (a) humans (b) characters (c) individuals (d) **immortals**
3. While Ramanujan continued his reearch work, Tuberculosis, then an incurable disease,was devouring(i) him. Ramanujan was sent back to India and when he disembarked(ii), his friends found him pale,exhausted(iii) and amaciated(iv). To forget the agonizing(v) pain,he continued to play with numbres even on his death bed.
 - i) (a) consuming (b) eating (c) **curing** (d) avoiding
 - ii) (a) alighted (b) **boredom** (c) embarked (d) decended
 - iii) (a) tired (b) energetic (c) worn out (d) **active**
 - iv) (a) **unlikely** (b) chubby (c) thin (d) skinny
 - v) (a) painful (b) severe (c) **relief** (d) distressing

V. ANSWER THE FOLLOWING

- 1 **What was the reaction of the classmates to Ramanujan's questions?**

All the classmates of Ramanujan laughed at his absurd question.

- 2 **What did the Indian mathematician Bhaskaran prove?**

Indian mathematician Bhaskaran proved zero divided by zero was infinity,whereas others claimed it to be unity

- 3 **Where did Ramanujan get S.L.'Loney's Trigonometry' book from?**

Ramanujan got S.L.'Loney's Trigonometry' book from a college library

- 4 **Where did Ramanujan do his mathematical problems?**

He used to do problems on loose sheets of paper or on a slate and jot the results down in notebooks

5 What were the subjects neglected by Ramanujan in college?

The subjects neglected by Ramanujan were History, English, and Physiology in college.

6 Which university granted him a fellowship of ₹ 75 a month?

The University of Madras granted him a fellowship of ₹75 a month.

7 What did Ramanujam send to G.H Hardy?

Ramanujam had sent a letter to G.H Hardy in which he set out 120 theorems and formulae

8 Who discovered a rare mathematical genius in Ramanujan?

Hardy and his colleague J.E Littlewood discovered a rare mathematical genius in Ramanujan.

9 Why did the students laugh at Ramanujan?

Ramanujan questioned his teacher if no bananas was distributed among no one, would everyone still receive one banana. On hearing this, the students laughed at Ramanujan

10 Why did the teacher compliment Ramanujan?

The teacher complimented Ramanujan because he had asked a question that had taken mathematicians several centuries to answer

11 What did Ramanujan do after reading the book on trigonometry?

Ramanujan came out with many mathematical theorems and formulae after reading the book.

12 What disappointed Ramanujan's father?

Ramanujam failed twice in his first year arts examination in college. This disappointed Ramanujan's father

13 How did Ramanujan manage his paper crisis?

Ramanujan started using scraps of paper found lying on streets as he needed 2000 sheets of paper every month. Sometimes he used a red pen to write over what was written in blue ink

14 Why were Ramanujan application for jobs rejected?

Ramanujan's application for jobs were rejected because no one could understand what was written in the note books

15 Why was Ramanujan sent back to India ?

Ramanujan was sent back to India because Tuberculosis an incurable disease was devouring him.

VI. ANSWER IN A PARAGRAPH

1 Describe the life of Srinivasa Ramanujan in India.

Ramanujan was born in Erode in Tamil Nadu on December 22, 1887. His father was a petty clerk in a cloth shop. From childhood he was a prodigy. Senior students used to come to his dingy house to get mathematical problems solved. At the age of 13, Ramanujan was able to come out with many theorems and formulae with the help of "Loney's Trigonometry". He used to do problems on loose sheets of paper or on a slate and jot the results down in notebooks. He failed twice in his first year arts examination in college. Ramanujan started using scraps of paper lying on the streets. He began to look for jobs. But his application for jobs were rejected because no one

could understand what was written in the notebooks. Finally he was offered a clerical job on a monthly salary of Rs.25. Later some teachers and educationists initiated to provide him a fellowship. The University of Madras on May 1 1913 granted him a fellowship of Rs.75 a month.

2 Name the association of Ramanujan with G.H.Hardy.

Ramanujan had sent a letter to the great mathematician G.H.Hardy in which he set out 120 theorems and formulae. Hardy and J.E.Littlewood had discovered a great and rare mathematical genius. They made arrangements for Ramanujan's passage and stay at Cambridge University. Hardy found an unsystematic mathematician in Ramanujan. Ramanujan found himself a stranger at Cambridge, But in the company of Hardy he forgot much of the hardships. In working with Hardy his works were given equal importance to that of great mathematicians.

TEXTUAL QUESTIONS

C. MATCH THE WORDS WITH CORRECT SYNONYM AND ANTONYM FROM THE TABLE.

| S. No. | Word | Synonym | Antonym |
|--------|-------------|-----------|------------|
| 1. | distribute | circulate | collect |
| 2. | infinite | boundless | measurable |
| 3. | significant | important | trivial |
| 4. | delight | joy | sorrow |
| 5. | unkempt | messy | clean |
| 6. | initiate | commence | conclude |
| 7. | conjecture | guess | fact |

WRITING:

G. PARAGRAPH WRITING

1. Write a paragraph of 100-120 words about a memorable anecdote / incident of your life.

A MEMORABLE ANECDOTE/INCIDENT IN MY LIFE:

I was then a student of class four. One day, I was left at home with my grandmother. It was in the afternoon, my grandmother was taking a nap. I was a very restless one. The toys soon bored me and I looked around for something new. The unique thing which caught my attention was my Grandma's spectacles. I put it on my nose just in the style of my Grandma and looked around. Soon my eyes got tired. As I felt pain in my eyes, I removed the specs and threw them away. They struck the wall and landed on the ground broken. Now I got worried and afraid. I started trying to repair it. As I was holding these glass pieces I felt a severe pain in the middle finger of my right hand, I looked at it .Blood was trickling down from a deep cut in my finger. I started crying loudly. On hearing my loud wailing my Grandma woke up. She hurriedly came

out of her room, took a quick glance at my adventure and detecting the source of my trouble, she pressed her hand on my cut finger for some time and then she took me to the doctor for bandaging. I was very much afraid of punishment but my Grandma forgave me although she had to suffer difficulty in seeing until the glasses were repaired. However I was naturally punished as I could neither eat my meals nor do my homework for three days.

2. Write a paragraph of 100-120 words about your favorite personality

MY FAVORITE PERSONALITY

There are many people all around the world who are very famous and celebrities. But my favourite personality is my father. My father is my hero. He is kind, polite and really friendly to everyone. He is a teacher by profession and is very good in teaching. He is always ready to help and support the needy and helpless. He is a God fearing person and always teaches us to remember the God's gifts and God's love for the world. I am so proud to have a father like him. He is a simple man with kind rules. He is handsome, my favourite and my ideal man. My friend is always ready to encourage, appreciate me for success and always ready to help me wherever I need a friend or a support of my father. I am proud of my father and wish him good health forever.

GRAMMAR

A. COMPLETE THE FOLLOWING SENTENCES USING APPROPRIATE CONNECTORS FROM THE BOX.

1. She felt cold although she was wearing a winter coat.
2. This restaurant has some of the best chefs in the town. Moreover their service is excellent.
3. I'm not going to the party tonight because I didn't get an invitation.
4. You can set the table. Meanwhile, I'll start making dinner.
5. I can play quite a few instruments For instance, the flute, the guitar and the piano.
6. The store was out of chocolate chips; therefore they would need to make a different type of cookies.
7. The stores are open daily except Sundays.
8. I'll stay as long as you need me.
9. This detergent is highly concentrated and thus you will need to dilute it.
10. It was the thing he prized above all.

ACTIVE VOICE AND PASSIVE VOICE:

B. CONVERT THE FOLLOWING ACTIVE SENTENCES INTO PASSIVE SENTENCES BY SUPPLYING AN APPROPRIATE PASSIVE VERB FORM.

1. She will not recognize us. / We _____ by her.
(a) will not recognize (b) will not being recognized (c) will not be recognized
2. They didn't invite me, but I went anyway. / I _____ but I went anyway.
(a) wasn't invited (b) wasn't being invited (c) wasn't inviting
3. They broke up the table for firewood. / The table _____ up for firewood.
(a) broke (b) had broken (c) was broken
4. She has won the first prize. / The first prize _____ by her.
(a) has won (b) has been won (c) had been won
5. A friend of mine is repairing the car. / The car _____ by a friend of mine.

- (a) is repairing (b) is repaired **(c) is being repaired**
6. Begin the work tomorrow. / Let the work _____ tomorrow.
(a) be begun (b) begin (c) is beginning
7. They speak English in New Zealand. / English _____ in New Zealand.
(a) is speaking **(b) is spoken** (c) is being spoken
8. His attitude shocked me. / I _____ by his attitude.
(a) had shocked (b) had been shocked **(c) was shocked**
9. She had already sent the parcel. / The parcel _____ by her.
(a) has already been sent **(b) had already been sent** (c) was already sent
10. Her silence worries me / I _____ her silence.
(a) am worrying by **(b) am worried by** (c) have worried by

C. MATCH THE FOLLOWING ACTIVE VOICE SENTENCES WITH PASSIVE VOICE.

Answers:

| | Active Voice | Passive Voice |
|---|--------------------------------------|--|
| 1 | I will never forget this experience. | This experience will never be forgotten by me. |
| 2 | Mother made a cake yesterday. | A cake was made by mother yesterday. |
| 3 | Have you finished the report? | Has the report been finished by you? |
| 4 | The tiger was chasing the deer. | The deer was being chased by the tiger. |
| 5 | She has written a novel. | A novel has been written by her. |

D. CHANGE THE FOLLOWING INTO PASSIVE VOICE.

- Stanley will inform you later.**
You will be informed by Stanley later.
- People speak Portuguese in Brazil.**
Portuguese is spoken by people in Brazil.
- My grandfather built this house in 1943.**
This house was built by my grandfather in 1943.
- Do not hurt the animals.**
You are warned not to hurt the animals.
- You must not drop litter in the streets.**
You are warned not to drop litter in the streets.
- Carry it home.**
Let it be carried to home.
- They are decorating the wall.**
The wall is being decorated by them.
- He has already mended the TV set.**
The TV set has already been mended by him.

POEM

THE COMET

A. MEMORISE THE FIRST THREE STANZAS OF THE POEM

B. READ THE FOLLOWING LINES AND ANSWER THE QUESTION:-

1 *Rampaging through the heavens*

Never stopping day or night,

a. **How does the comet travel?**

The comet travels fast making a lot of noise and causing damage.

b. **Which word would you replace 'rampaging' with?**

Charging

2 *Faster than a cheetah*

With a tail that's miles long,

a. **Why is the comet compared to a cheetah?**

Because the comet travels faster than a Cheetah.

b. **Whose tail is compared here?**

The comet's tail is compared here.

3 *With shockwave reaching to the ground causing the land to quake*

a. **What is reaching to the ground?**

The shock wave is reaching to the ground.

b. **What is causing the land to quake?**

When the comet comes close to the atmosphere it causes the land to quake.

4 *In the dust they leave behind could have started life on the earth which resulted in mankind*

a. **What does the word 'they' refer to?**

They refers to the chemical in the dust.

b. **According to scientists, how did life start on earth?**

The comets leave behind chemicals in the form of dust which resulted in the existence of life.

5 *But I know no better spectacle*

Than a comet in full flight

a. **Who does 'I' refer to?**

'I' refers to the poet.

b. **What is the best spectacle mentioned in the above lines?**

The sight of the comet in full flight is the best spectacle.

C. COMPLETE THE SUMMARY BY FILLING IN THE GIVEN SPACES WITH SUITABLE WORDS/ PHRASES GIVEN BELOW:-

The poet describes a moving comet which speeds through the heavens and never takes a break by day or night. When a comet is in full flight, it gives a spectacular scene which can never be compared to anything else in lifetime. The poet compares comet to a cheetah for its speed and mountain as it is powerful and strong. The outer ice melts which causes a vapour from the force and leaves behind a trail as it travels on its way. If it comes very close to the atmosphere, it

causes a shake which in turn produces a shock wave that reach the earth's atmosphere. According to scientists, the comets leave behind chemicals in the form of dust which results in the emerging of life on earth. So mankind came into existence. The poet is not sure that this fact is true or not. The poet also ends the poem by saying that the sight of comet in full flight is spectacular.

D. POEM APPRECIATION

If one should come too close to earth

The atmosphere will shake,

With shock wave reaching the ground

Causing the land to quake.

a. Pick out the rhyming words

shake-quake

b. Mention the rhyme scheme of the stanza?

abcb

c. What according to you gives rhythm to the poem? Support your answer with examples.

"The atmosphere will shake

Causing the land to quake".

E. ANSWER IN A PARAGRAPH

1. Narrate how the poet describes the comet.

The poet describes a moving comet which speeds through the heavens and never takes a break by day or night. When a comet is in full flight, it gives a spectacular scene which can never be compared to anything else in lifetime. The poet compares comet to a cheetah for its speed and mountain as it is powerful and strong. When it travels the outer ice melts and the vapor leaves a trail behind it. The sight of the comet in full flight is the best spectacle.

2. Give a detailed account of the various effects caused by the comet to the earth.

The comet causes a shake which in turn produces a shock wave when it comes close to the earth's atmosphere. According to scientists, the comets leave behind chemicals in the form of dust which results in the emerging of life on earth. So mankind came into existence. The poet is not sure that this fact is true or not. The poet also ends the poem by saying that the sight of comet in full flight is the best spectacle in one's life.

WRITING:

H. IMAGINE THAT YOU AND YOUR FRIEND GET A CHANCE TO VISIT ANOTHER PLANET. THERE YOU BEFRIEND AN ALIEN WHO TAKES YOU AROUND THE PLANET. AFTER REACHING THE EARTH, WRITE A LETTER THANKING HIM FOR ALL THE HELP HE DID.

02-01-2019

Earth

Dear Alien,

I am glad that Jack and I met you at Mars. I am sure we would have been lost without you. You were such a great moral and physical strength. We are so glad to have a friend in you. You made our journey memorable. We reached Earth safely last week and we felt we should thank you for all that you did for us when we were in

Mars. Hope you too miss us. Do visit us in our planet Earth. Thank you for taking us around in Mars. It was great learning about the red planet. I am surprised that there are high mountains and the deep, long valleys in the solar system. I hope to come. I seem to be dreaming of dwelling there and I keep imagining myself to be in conversation with you. Jack sends his wishes to you and feels the same for your friendship. Hoping to see you soon and take care.

Yours lovingly,
Chandran

SUPPLEMENTARY

MOTHER'S VOICE

I. REARRANGE THE FOLLOWING SENTENCES IN THE CORRECT ORDER:

1. The orchards are in bloom and there are lots of fruits
2. They looked at the astrodome where two spaceships were pointed
3. She came to the moon and she looked around and admired .
4. He longed to tell her about the flight, he was longing for
5. She screwed up her eyes to look at the rockets.

ANSWERS:

1. She came to the moon and she looked around and admired
2. The orchards are in bloom and there are lots of fruits
3. They looked at the astrodome where two spaceships were pointed
4. She screwed up her eyes to look at the rockets
5. He longed to tell her about the flight, he was longing for.

II SUMMARY

MOTHER'S VOICE

The story talks about the love and affection between the mother and son. The young astronaut tries to convince his mother as he is going to a neighbouring galaxy on a one way trip. He invites his mother to moon and made her to admire the beauty of it. He even showed her tunnels and spacious caves where the different nationalities work together. He enjoyed his mothers voice and recorded her speech. She highlighted that the glittering ocean, snow cap on moon and the fabulous beauty of the earth. He started to feel, when it was time to depart from his mother. She requested him several times to visit her. Suddenly a voice called him. He was travelling to another galaxy, where the sun looked like an twelfth magnitude star through telescope. He often plays the recording of his mother's voice. His youth made him to go to an another galaxy forever.

III READ THE PASSAGE AND ANSWER THE QUESTIONS

He listened and listened as if drinking water from a spring on the earth, in the shade of trees. His mother looking in the direction of vast blue globe, lowered her voice and continued: "Look son, isn't it a miracle? The earth floats through space all by itself. See the snow-cap on the pole and the glittering ocean! the cradle on the pole. And you want to leave this fabulous beauty!" He saw everything with different eyes and wondered how beautiful it was. He had never felt that way before. His heart ached.

- 1) **How did the astronaut listened to his mother?**
He listened and listened ,as if drinking water from a spring on the earth in the shade of trees.
- 2) **What is the fabulous beauty?**
The Earth is the fabulous beauty.
- 3) **What was the real wonder of nature?**
The beautiful native planet was the real wonder of nature.
- 4) **Who saw everything with different eyes?**
The young astronaut saw everything with different eyes.
- 5) **How is the ocean on the earth described?**
It is described as the 'Glittering Ocean'.

TEXTUAL QUESTIONS

A. CHOOSE THE CORRECT ANSWER.

1. Mother was excited because _____.
(a) her son would be home in the spring
(b) her son was coming back to earth
(c) it was her first visit to the moon
(d) her son was going to another galaxy
2. On weekdays, as Mother went about the chores _____.
(a) she constantly thought of her son
(b) she was always tired
(c) her singing would be soft and almost inaudible
(d) her singing was muted and a little sad
3. _____ occupies more than a hundred square kilometers on the moon.
(a) Selenopolis (b) Metropolis (c) Astrodome (d) Orchards
4. The Community of Nations Square is where people _____.
(a) live on the moon (b) work on the moon. (c) walk on the moon
(d) of different nationalities come after work
5. They are planning an expedition to a neighbouring _____.
(a) galaxy (b) country (c) planet (d) star
6. The mother was not able to understand why people wanted to leave the moon because _____.
(a) it was better to remain as a part of solar-system
(b) it was better to remain on the earth
(c) it was not possible to come back
(d) it was a place to enjoy life.

B. IDENTIFY THE CHARACTER OR SPEAKER OF THE FOLLOWING LINES

1. It's so easy to walk here, son! - **Mother**
2. They're planning an expedition to a neighboring galaxy. - **Son**
3. Why should people go off into the unknown? - **Mother**
4. I don't know when we'll see each other again. - **Son**
5. Operator on duty, report to the office. - **A voice from the loud Speaker**

A. ANSWER THE FOLLOWING QUESTION IN ABOUT 100 – 120 WORDS.

1. Write a paragraph listing all the sentimental and the scientific reasons given by the mother against the expedition to the neighbouring galaxy.

The mother's sentimental and scientific reasons against the expedition to the neighboring galaxies are that the moon is a beautiful place, and so its easy to walk on. There are lots of fruits on earth. The river Dnieper is better to swim. She asked her son why people should go off into the unknown and ask for trouble. She also suggested that it is advisable for people to settle on the moon first and then on the other planets in the solar system. She philosophized that the moon has the same gravitational field of their native earth. She sentimentally invited her son to come in the autumn for the apples, pears and the watermelons. She persuaded him to come to their deepened pond to fish and indicated that the pond was now full of fish.

D. THINK AND ANSWER.

Answer: An explorer must possess following qualities:

- 1) Optimism- One should possess this quality because there might be ups and downs during the journey and one has to make sure that he/she has positive attitude.
- 2) Intelligence- To go on another planet is not everyone's cup of tea. One must possess high intelligence only then he/she will be able to go on such expedition.
- 3) Flexibility- Not only physical flexibility one should have emotional flexibility too. To explore such places one needs to adapt things and situation and try to cope with it.
- 4) Strong attitude- One should be emotionally strong in this.

E. BASED ON THE UNDERSTANDING OF THE STORY, DISCUSS IN GROUPS AND MAKE A NOTE OF THE FOLLOWING.

| | |
|---|--|
| Setting: Moon, Selenopolis, star-studded sky | Plot: Mother missed by the son. Arrival of the mother in the Moon. Conversation between the mother and son. Visit to the neighbouring galaxy. Mom understands the situation and talks sentimentally and scientifically about staying on Earth. Voice from the recorder. |
| Characters: Mother and her son, a young astronaut | Conclusion: The son hears her voice played often on the recorder when he misses her. |

UNIT 7

PROSE

A BIRTHDAY LETTER

I. CHOOSE THE CORRECT SYNONYM FOR THE UNDERLINED WORDS

1. Good wishes you will still have in full measure
 - a. meager
 - b. plenty**
 - c. dearth
2. Beyond our world lie other wonderful and mysterious worlds.
 - a. strange**
 - b. known
 - c. visible
3. We have to respect India's honour, and that honour is a sacred trust.
 - a. suspect
 - b. doubt
 - c. faith**
4. How your ambition was to be something like her?
 - a. inactivity
 - b. aim**
 - c. apathy
5. He has helped to make the starving, the poor and the oppressed free and happy
 - a. delighted
 - b. liberated
 - c. downtrodden**

II. CHOOSE THE APPROPRIATE SYNONYMS FOR THE UNDERLINED WORDS

1. You know (i) sweetheart, how I dislike (ii) sermonising and dolling (iii) out good advice. I have always thought that the best way to find out what is right and what is not right, what should be done and what should not be done, is not by giving a sermon (iv), but by talking and discussing, and out of discussion sometimes a little bit (v) of truth comes out.

| | | | |
|------------------------|---------------------|-----------------|----------------------|
| i) (a) abstain | (b) be aware | (c) be ignorant | (d) forget |
| ii) (a) admire | (b) regard | (c) hate | (d) desire |
| iii) (a) giving | (b) collecting | (c) holding | (d) hating |
| iv) (a) citation | (b) praise | (c) tribute | (d) preaching |
| v) (a) lot | (b) deal | (c) part | (d) bunch |
2. But what am I to do then(i)? A letter can hardly(ii) take place of a talk; at best(iii) it is a one-sided affair. Imagine that I have made a suggestion(iv) to you for you to think over, as if we really were having a talk. In history we read of great(v) periods in the life of nations, of great men and women.

| | | | |
|----------------------------|----------------------|---------------------|---------------|
| i) (a) in that case | (b) present | (c) although | (d) currently |
| ii) (a) gently | (b) easily | (c) scarcely | (d) quite |
| iii) (a) foremost | (b) relent | (c) rags | (d) inferior |
| iv) (a) demand | (b) command | (c) proposal | (d) ultimatum |
| v) (a) awful | (b) excellent | (c) tiny | (d) moderate |
3. Bapuji is in prison, but the magic of his message(i) has stolen the hearts of India's millions. Men and women, and even little(ii) children, come out of their little shells(iii) and become India's soldiers of freedom(iv). In India today we are making history, and you and I are fortunate(v) to see this happening before our eyes and to take some part ourselves in this great drama.

| | | | |
|----------------------------|-----------------|------------------------|------------------|
| i) (a) contour | (b) bafflement | (c) information | (d) rumour |
| ii) (a) great | (b) immense | (c) ample | (d) small |
| iii) (a) structures | (b) ammunitions | (c) plates | (d) grenades |
| iv) (a) limitation | (b) captivity | (c) liberty | (d) restriction |
| v) (a) hapless | (b) baneful | (c) dire | (d) lucky |

4. Do you remember(i) how fascinated(ii) you were when you first read the story of Joan of Arc, and your ambition(iii) was to be something like her? Ordinary men and women are not usually heroic. They think of their bread and butter, of their children, of their household worries(iv) and the like. But a time comes when a whole people become
- | | | | |
|-----------------|-----------------------|---------------------|----------------------|
| i) (a) remind | (b) forget | (c) thoughtful | (d) always in mind |
| ii) (a) tired | (b) dingy | (c) tired | (d) attracted |
| iii) (a) apathy | (b) aspiration | (c) contentment | (d) humility |
| iv) (a) releifs | (b) delights | (c) concerns | (d) calms |
| v) (a) neglect | (b) motivation | (c) fate | (d) tired |

III. CHOOSE THE CORRECT ANTONYM FOR THE UNDERLINED WORDS

- How fascinated you were when you first read the story of Joan of Arc.
a. attracted **b.bored** c.interested
- You will grow up a child of the light, unafraid and serene
a. Violent b.quite c.calm
- You and I are fortunate to see this happening before our eyes
a. happy b.blessed **c.unlucky**
- A letter can hardly take the place of a talk
a.rarely **b.easily** c.roughly
- Out of discussion sometimes a little bit of truth come out
a.evidence b.fact **c.lie**

IV. CHOOSE THE APPROPRIATE ANTONYMS FOR THE UNDERLINED WORDS

- I have liked(i) my talks with you and we have discussed many(ii) things, but the world is wide(iii) and beyond our world lie other wonderful and mysterious worlds. None of us need(iv) ever be bored or imagine that we have learned everything worth learning and become very wise(v)

| | | | |
|-----------------|-------------------|-------------------|---------------------|
| i) (a) desired | (b) cherished | (c) esteemed | (d) disliked |
| ii) (a) several | (b) few | (c) lot of | (d) various |
| iii) (a) broad | (b) extensive | (c) narrow | (d) ample |
| iv) (a) want | (b) detest | (c) desire | (d) require |
| v) (a) sage | (b) prudent | (c) sensible | (d) foolish |
- Great leaders have something in them which inspires(i) a whole people and makes them do great deeds(ii). In India a great leader, full of lve for all who suffer and eager(iii) to help them, has inspired our people to great actions and noble(iv) sacrifice. He has helped to make the starving, the poor(v) and the oppressed free and happy.

| | | | |
|-------------------------|----------------------|------------------------|------------------|
| i) (a) instills | (b) stimulates | (c) discourages | (d) induces |
| ii) (a) failures | (b) actions | (c) activities | (d) performances |
| iii) (a) enthusiastic | (b) reluctant | (c) keen | (d) anxious |
| iv) (a) shameful | (b) dignified | (c) grand | (d) royal |
| v) (a) inadequate | (b) miserable | (c) inferior | (d) rich |
- We are not afraid(i) of what we do or what we say. We work in the sun in the light. Even so in our private(ii) lives let us make friends with the sun and work in the light

and do nothing secretly(iii) and if you do so, my dear, you will grow up a child of the light,unafraid and serene(iv) and unruffled(v), whatever may happen.

- | | | | |
|---------------------------|----------------|---------------------|-------------------|
| i) (a) scared | (b) fearful | (c) brave | (d) alarmed |
| ii) (a) intimate | (b) individual | (c) personal | (d) public |
| iii) (a) obviously | (b) quietly | (c) confidently | (d) on the sky |
| iv) (a) calm | (b) placid | (c) agitated | (d) peaceful |
| v) (a) wild | (b) tranquil | (c) cool | (d) undisturbed |

V. ANSWER THE FOLLOWING:-

1. From which prison did Nehru write this letter?

Nehru wrote the letter from the Naini prison.

2. Did Nehru send any presents to Indira?

No, Nehru did not send any presents to Indira.

3. Which historical character inspired young Indira?

Indira was inspired by Joan of Arc.

4. What helps the ordinary men and women to become heroes?

“History” helps even ordinary men and women to become heroes.

5. Who is addressed as “Bapuji”?

Gandhiji is addressed as Bapuji.

6. What should the soldiers of India respect?

The soldiers of India should respect India's honour which is a sacred trust.

7. Why could not Nehru send any presents to Indira?

Nehru could not send any presents to Indira because he was in Naini prison for India's freedom struggle.

8. What cannot be stopped even by the high walls of prisons?

Presents given from the mind and spirit cannot be stopped even by the high walls of prisons.

9. Why did Nehru dislike sermonizing?

Nehru disliked sermonizing because he wanted to do anything by talking and discussing and out of discussion, a little bit of truth comes out.

10. What does history tells us?

In history we read of great periods in the life of nations and of great men and women.

11. What do ordinary men and women usually think of?

Ordinary men and women are usually worried of their bread and butter, their children and of their house hold.

12. When do ordinary men and women become heroes?

Ordinary men and women to become heroes when they become interested in a great cause.

13. What does the phrase ‘great drama’ refer to?

‘Great drama’ refers to our freedom struggle.

14. Why are the freedom fighters under Gandhiji not afraid of anything?

The freedom fighters under Gandhi are not afraid of anything because they do not have anything to hide and not be afraid of doing or saying anything.

V. ANSWER IN A PARAGRAPH:-

1. Explain the important elements of Nehru's letter?

Nehru recognises the value of a letter as a powerful means of communication. He even wanted to make his daughter aware of her environment. Nehru emphasis on talking and discussing, through which a little bit of truth comes out, instead of sermonizing. He discusses that history helps in making ordinary people great heroes. He appreciates 'Gandhi' as a great leader, full of love for all who suffer, starve and the poor. He calls men and women to become India's soldiers of freedom. He advises to respect India's honour, a sacred trust. Nehru advises Indira not to do anything in secret or hide. We need to be brave and the rest follows. He concludes the letter that we need to work in the sun and light in our great freedom movement. Nehru's words will always remain a timeless piece of advice.

2. Imagine yourself as Indira and write a reply letter to your father, Nehru for the letter you received on your birthday.

Oct 31, 1930

My dear father,

I received your letter and thank you so much for your gift-"A Letter"- a true gift though not material. Your mind and spirit guide me from wherever you are. The words in the letter were enough to trigger the patriotism in me. I understand that Bapuji focuses on truth, courage, hard work, peace and non-violence. I shall follow your words and grow up into a brave soldier for serving India.

Yours loving daughter,
Indira

Address on the envelope
To
Jawaharlal Nehru
Naini Prison

VOCABULARY

C. MATCH THE WORDS WITH CORRECT SYNONYM AND ANTONYM FROM THE TABLE.

| S. No. | Word | Synonym | Antonym |
|--------|---------|-----------|-----------|
| 1 | wide | broad | narrow |
| 2 | noble | gentle | ignoble |
| 3 | oppress | subdue | freedom |
| 4 | honour | privilege | dishonour |
| 5 | worthy | valuable | unworthy |
| 6 | private | personal | public |
| 7 | brave | valiant | coward |

D. IDENTIFY, WHETHER THE FOLLOWING STATEMENTS ARE OF OPINION OR FACT.

1. On your birthday, you have been in the habit of receiving presents and good wishes. (Opinion / **Fact**)
2. I have liked my talks with you. (**Opinion** / Fact)
3. The best way to find what is wrong and right is by discussing. (Opinion / **Fact**)
4. A letter can hardly take the place of a talk. (**Opinion** / Fact)

5. For the desire to hide anything means that you are afraid. (Opinion / **Fact**)

WRITING:

H. WRITE A MEANINGFUL PARAGRAPH USING THE HINTS GIVEN BELOW.

Mahesh Birthday Celebration

Mahesh celebrated his 14th birthday at an old age home with his family and friends. His parents had informed the home in advance to delegate tasks. His friends bought all the necessary things for the inmates of the old age home. His friends arrived the home early, decorated the place with balloons and colour papers. The inmates gathered at the hall and Mahesh cut a cake. Everybody sang the birthday song and clapped happily. Mahesh distributed cakes to all. He expressed his feelings and got their blessings. He offered them things like bed sheets, footwear, etc. There was a lot of fun and entertainment programmes. He was very happy and contented.

GRAMMAR

A. CHOOSE THE CORRECT DETERMINER

1. Could you bring me _____ tools I left in the garden? (this, **those**, these)
2. _____ Earth revolves around the sun. (**the**, a, an)
3. I found _____ one rupee coin in the playground while playing, (**a**, an, the)
4. There aren't _____ students in the library, (much, **many**, a lot)
5. It was _____ unforgettable experience, (a, **an**, the)
6. I haven't got _____ pictures in my bedroom, (some, **any**, many)
7. He said that he wanted to become _____ engineer, (a, **an**, the)
8. Kokila gave a pen to _____ child in the classroom on her birthday, (any, all, **each**)
9. I've got to solve _____ math problems before I go to sleep, (all, **some**, any)
10. India is _____ largest democracy in the world, (a, an, **the**)
11. My father doesn't drinks coffee, (**much**, many, a lot)
12. I always keep _____ money in my wallet for emergencies, (any, every, **some**)
13. This year we are celebrating my sister's _____ birthday, (a, two, **second**)
14. I have _____ pencils with me. (a, **three**, third)
15. 'What is that noise?' I think it is _____ airplane, (a, **an**, the)

B. OBSERVE THE FOLLOWING CALL-OUTS. REPORTER (C) HAS REPORTED THE SENTENCES OF SPEAKER (A). NOW, HELP REPORTER (C) REPORT THE REST OF THE SENTENCES OF SPEAKER (A).

Answers:

1. He said that he won't go to the party.
2. She asked when you came.
3. She warned you not to touch the wire.
4. I'll bring some coffee.
5. He said that he would bring some coffee for you.
6. Please sit down.
7. He requested you to sit down

C. REPORT THE FOLLOWING SENTENCES.

1. **Pushpa said, "Do not spoil the eco-system."**
Pushpa advised not to spoil the ecosystem.

2. **Ebin said, "Have you booked the tickets to Delhi?"**
Ebin asked whether I had booked the tickets to Delhi.
3. **Rehman said to Tilak, "When are we leaving to our native?"**
Rehman asked Tilak when they were leaving to their native.
4. **Maha said, "Lakshan, you should get up early in the morning."**
Maha advised Lakshan that he should get up early in the morning.
5. **Gladin said to his mother, "Can you, please, buy me a hot-chocolate?"**
Gladin requested his mother to buy him a hot-chocolate.
6. **"Tomorrow I have to take a test in English", said Sudha.**
Sudha said that she had to take a test in English the next day.
7. **Amali said to her sister, "I need your help to arrange the books in the shelf."**
Amali asked her sister's help to arrange the books in the shelf.
8. **"Why don't you use crayons for colouring?" said Prabhu to his son.**
Prabhu suggested his son to use crayons for colouring.

POEM

THE STICK - TOGETHER FAMILIES

A. READ THE POETIC LINES AND ANSWER THE QUESTIONS:-

1. *The gladdest people living are the wholesome folks who make
A circle at the fireside that no power but death can break.*
 - a) **Who are the gladdest people living?**
The wholesome folks are the gladdest people living.
 - b) **Where do they gather?**
They gather at the fireside.
 - c) **What can break their unity?**
Death can only break their unity.
2. *And the finest of conventions ever held beneath the sun
Are the little family gatherings when the busy day is done*
 - a) **When do they have their family gatherings?**
They have their family gatherings when the day is gone.
 - b) **Where do they have their family conventions?**
They have their family conventions beneath the sun.
 - c) **What does the poet mean by 'finest conventions'?**
It means a large formal meeting of family members.
3. *There are rich folk, there are poor folk, who imagine they are wise
And they're very quick to shatter all the little family ties.*
 - a) **What do the rich and poor folk imagine themselves to be?**
They imagine that they are wise.
 - b) **What do they do to their families?**
They shatter all the family ties quickly.
 - c) **Whom does they refer to?**
'They' refers to the rich and poor folks.

4. *There are some who seem to fancy that for gladness they must roam
That for smiles that are the brightest they must wander far from home.*
 - a) **Why do they roam?**
They roam for their gladness.
 - b) **According to them, when do they get bright smiles?**
They get bright smiles when they are far away from their family and home.
5. *But the gladdest sort of people, when the busy day is done,
Are the brothers and sisters who together share their fun.*
 - a) **Who are the gladdest people?**
The children of joint families are the gladdest people.
 - b) **When do they share their fun?**
They share their fun when the busy day is over.
 - c) **What does 'Who' refer to?**
'Who' refers to the joint family.
6. *Its the stick together family that wins the joys of earth,
That hears the sweetest music and that finds the finest mirth,*
 - a) **Who wins the joys of the earth?**
The stick- together family wins the joy of the earth.
 - b) **How do they find their joy?**
They share their fun.
 - c) **What does the poet mean by 'stick-together' family?**
The poet means the family that stays together.

B. BASED ON YOUR UNDERSTANDING OF THE POEM, FILL IN THE BLANKS USING THE WORDS AND PHRASES GIVEN BELOW TO MAKE A MEANINGFUL SUMMARY OF THE POEM.

The poet brings out the difference in the attitudes of children living in joint family and nuclear family. The stick-together families are the happiest of all. Whereas the brothers and sisters of nuclear families take separate ways. The gladdest people are the children from joint family who circle near the fireside. No power other than death can break them. The rich and the poor folk imagine themselves to be wise and in the process they shatter their family ties. Each of them goes searching for pleasure in their own selected way. They harvest only bitterness and find empty joy. But the wisest among them are the children of the stick-together families. When the busy day is done, they together share their fun. The stick-together family wins the joy of earth. The old house shelters all the charm of life. The poet invites wandering brothers to come and join the stick-together families in their fireside and have fun.

C. ANSWER THE FOLLOWING QUESTIONS IN ABOUT 80-100 WORDS:-

1. The stick- together families are the happiest of all explain?

The poet brings out the difference in the attitudes of children living in joint family and nuclear family. The stick- together families are the happiest of all. Whereas the brothers and sisters of nuclear families take their separate ways. The gladdest people are the children from the joint family. No power other than death can break them. The

wisest are the children of the stick- together families. When the busy day is done, they together share their fun. They win the joys of earth. The old house shelters all the charm of life. The poet invites wandering brothers to come and join the stick-together families in their fireside and have fun.

2. Bring out the difference between the children of the joint family and nuclear family?

Joint family

A family consisting of parents, grandparents, aunts, uncles and other relatives. It is also called extended family. Emotions are shared among the family members and also an intimate relationship is found. Children have more support from the elders of the family. They are always under the guardianship of family members.

Nuclear family

A family consisting of parents and children. It is also called conjugal family. Emotions are straight forward between family members. Children are unable to socialize with other family members. Children are the one who suffer a lot in a nuclear family. There are no proper guidance given to them if there are working parents.

D. ANSWER THE FOLLOWING;-

1. *There are rich folk, there are poor folk, who imagine they are wise,*

Pick out the words in alliteration.

‘There’ and ‘they’ are the words that alliterate.

2. **Mention the rhyme scheme of the poem.**

The rhyme scheme of the poem is ‘aabbcc’ for all the stanzas.

WRITING:

G. Write a four-line poem with rhyming words describing your family.

I live in a lovely family off our Ladies
Two with Gentlemen two Missing days
With Grandpa too.
Hope to hear the same from you.

SUPPLEMENTARY

THE CHRISTMAS TRUCE

I. REARRANGE THE SENTENCES IN THE CORRECT ORDER:-

1. Clusters of tiny lights were shining all along the german line.
2. The Germans were singing which was never heard lovelier and meaningful.
3. Germans responded with enthusiastic applause of their own and then began another.
4. All at once my friend John was shaking me awake.
5. The germans had placed christmas trees in front of their trenches.

ANSWERS:

1. All at once my friend John was shaking me awake.
2. Clusters of tiny lights were shining all along the german line.
3. The germans had placed christmas trees in front of their trenches.

4. The Germans were singing which was never heard lovelier and meaningful
5. Germans responded with enthusiastic applause of their own and then began another.

II. IDENTIFY THE SPEAKER /CHARACTER:

1. I never hope to see a stranger and more lovely sight - Tom
2. The first nowell, the angel did say - British Soldiers
3. Because many have worked in England! - German Soldiers
4. That you must ask your emperor - Tom
5. English come over - German Soldiers

III. SUMMARY

THE CHRISTMAS TRUCE

This is a British soldier's letter to his sister on how all enmity was forgotten as British and German soldiers celebrated Christmas together. It was world war-I time and there was war between British and German. It was Christmas eve while everyone sang christmas carols before fire place. Tom, the British soldier was in the battle field of France. They had stayed in a long narrow ditch. It was terrible. The German's trench was only fifty yards from them. Between them lay no man's land bordered both sides with barbed wire. On christmas eve the shooting was stopped completely. It was their first complete silence in months. The german soldiers had placed christmas trees lit by candles or lantern beacon of good will. Both of them agreed to stop shooting on christmas. They both exchanged gifts saying that they want peace.

IV. READ THE FOLLWOING PASSAGE AND ANSWER THE QUESTIONS THAT FOLLOW

And the rain-it has fallen almost daily. Of course,it collects right in our trenches,where we must bail it out with pots and pans. And with the rain has come mud-a good foot or deeper. It splatters and cakes everything and constantly sucks at our boots. One new recruit got his feet stuck in it and then his hands too when he tried to get out. Trough all this, we could not help feeling curious about the German soldiers across the way. After all, they faced the same dangers we did and slogged about in the same muck. What's more,there first trench was only fifty yards from ours. Between us lay no man's land,bordered on both sides by barbed wife. yet they were close enough we sometimes heard their voices.

a) What falls daily?

The rain has fallen almost daily.

b) Who got feet stuck?

One new recruit got his feet stuck.

c) What lay between both sides?

Between lay No Man's Land lay between both sides.

d) What got collected in trenches?

Rain water got collected in trenches.

e) What were they feeling curious about?

They were feeling curious about the German soldiers.

TEXTUAL QUESTIONS

A. CHOOSE THE CORRECT ANSWER.

1. The story is set during the _____.
(a) World War I (b) World War II (c) Kargil War (d) Indo-China War
2. The story is about the celebration of _____ festival.
(a) Deepavali (b) Pongal (c) Ramzan **(d) Christmas**
3. Tom called the incidents happened there as a _____.
(a) fairy tale (b) poetry (c) tragedy (d) comedy
4. The Germans had placed Christmas trees in front of their _____.
(a) houses **(b) trenches** (c) tanks (d) cars
5. One of the German soldiers worked as a _____ at Victoria Station.
(a) tea-seller (b) ticket-checker **(c) porter** (d) shop keeper

B. IDENTIFY THE CHARACTER, SPEAKER OR BOTH OF THE FOLLOWING LINES.

- 1) Our first complete silence in months! – **Tom**
- 2) Come and see! See what the Germans are doing! – **John.**
- 3) Hold your fire. – **The British Captain.**
- 4) You no shoot, we no shoot. – **One of the German soldiers.**
- 5) My God, why cannot we have peace and all go home? – **Older German soldier.**

C. ANSWER THE FOLLOWING QUESTION IN ABOUT 100 -120 WORDS.

1. Narrate the Christmas celebration as happened in the war field.

On Christmas eve, the soldiers had their first good freeze. Everything was tinged white with frost and a bright sun shone. It was perfect Christmas weather. Clusters of tiny lights were shining all along the German line and they had placed Christmas trees, lit by candles, lanterns, like beacons of goodwill. The Germans began singing, "Stille nacht." The British applauded the Germans. Both the troops crossed the barbed wires and were in No Man's Land. They shared their joy, greeted and wished each other. They exchanged wonderful presents with all that they had, badges, tea, coffee, buttons, knife, etc The Christmas celebration was wonderful as joy prevailed everywhere and they longed for peace.

D. THINK AND ANSWER.

1. Do you envision a similar truce taking place in any wars or fighting today? Explain.

Yes. I feel the same enmity is between India and Pakistan borders. Both the countries were united before the British left India. People who lived as brothers and sisters are now partitioned and called different nationalities. The bond of brotherhood still exists.

2. Today, much of what we know about the truce comes from soldiers' postcards home. In the postcard given below, write a short message home, imagine that you took part in the 1914 Christmas Truce.

My dear Mom,

It was a wonderful Christmas this year. We had the opportunity of celebrating with our foes. Sorry, they are our friends now. We crossed boundaries, exchanged gifts and

sang Christmas songs. It's all like a dream. I couldn't believe that the Germans would be too kind, lovable. Hope all this truce ends soon. We long for peace.

Your loving son,

Tom

VOCABULARY

GRAMMAR

1. PREFIX

| S.no | Prefix | Root Word | New word |
|------|--------|----------------------|--------------------------------|
| 1 | bi | cycle, monthly | bicycle, bimonthly |
| 2 | extra | ordinary, curricular | extraordinary, extracurricular |
| 3 | sub | way, title | subway, subtitle |
| 4 | ir | regular, respective | irregular, irrespective |
| 5 | mis | manage, understand | mismanage, misunderstand |
| 6 | ultra | violet, sound | ultraviolet, ultrasound |
| 7 | non | stop, violence | nonstop, nonviolence |
| 8 | dis | obey, regard | disobey, disregard |
| 9 | in | active, valuable | inactive, invaluable |
| 10 | mal | practise, nutrition | malpractise, malnutrition |

2. SUFFIX

| S.no | Suffix | Root Word | New word |
|------|-------------------|-----------|-------------------------|
| 1 | Arrange, manage | ment | Arrangement, Management |
| 2 | Care, Rest | less | Careless, Restless |
| 3 | Clear, Perform | ance | Clearance, Performance |
| 4 | Act, Direct | or | Actor, Director |
| 5 | Paint, Teach | er | Painter, Teacher |
| 6 | Colour, Beauty | ful | Colourful, Beautiful |
| 7 | Bright, Kind | ness | Brightness, Kindness |
| 8 | Count, Read | able | Countable, readable |
| 9 | Friend, Scholar | ship | Friendship, Scholarship |
| 10 | Appraise, Dismiss | al | Appraisal, Dismissal |

3. ABBREVIATION

| S.NO | Abbreviation | Expansion |
|------|--------------|---------------------------------------|
| 1 | TNPSC | Tamilnadu Public Service Commision |
| 2 | SBI | State Bank of India |
| 3 | ATM | Automated Teller Machine |
| 4 | BBC | British Broadcasting Corporation |
| 5 | BPO | Buisness Process Outsourcing |
| 6 | CBI | Central Bureau of Investigation |
| 7 | IAS | Indian Administrative Service |
| 8 | BSNL | Bharat Sanchar Nigam limited |
| 9 | SMS | Short Message Service |
| 10 | PAN | Permanent Account Number |
| 11 | AIR | All India Radio |
| 12 | CAT | Common Aptitude Test |
| 13 | GATE | Graduate Aptitude Test in Engineering |

4. ANAGRAMS

1. Ought-Tough 2.Stalk-Talk 3.Three-There 4. Trams-Smart
5. Times-Items,Emits

5. HOMOPHONES

- | | | |
|----|--|-------------------------|
| 1. | 1. Some - a few | 2. Sum - maths problems |
| | Eg: School children feel some sums are difficult. | |
- | | | |
|----|---|-------------------------|
| 2. | 1. Fair - acting honestly | 2. fare - money charged |
| | Eg: The fair lady gave the bus fare. | |
- | | | |
|----|--|----------------------------|
| 3. | 1. Heal - to get well | 2. Heel - foot below ankle |
| | Eg: The wound in the heel will heal slowly. | |
- | | | |
|----|--|-------------------|
| 4. | 1. Allowed - to permit | 2. aloud - loudly |
| | Eg: The teacher allowed the children to speak aloud | |
- | | | |
|----|-------------------------------------|----------------|
| 5. | 1. Knew - to know | 2. new - fresh |
| | Eg: She knew the new address | |
- | | | |
|----|--|---------------------|
| 6. | 1. Plain - flat land surface | 2. plane - aircraft |
| | Eg: The plane landed on the plain | |
- | | | |
|----|--|------------------|
| 7. | 1. Weak - feeble | 2. Week - 7 days |
| | Eg: He becomes weak once in a week. | |
- | | | |
|----|---------------------------------------|-----------------------|
| 8. | 1. Hair - black strands on head | 2. Hare - male rabbit |
| | Eg: The hare had a furry hair. | |

9. 1. Peace - freedom of mind 2. Piece - a bit

Eg: A piece of wrong information disturbed the peace of our country.

10. 1. Blue - colour 2. Blew - current of air

Eg: The small boy blew a blue balloon

6. HOMONYM (FRAME SENTENCES)

1. **Address** - I can give you my address.
That letter was addressed to me.
2. **Band** - The band was playing old songs.
She always ties her hair in band.
3. **Match** - Do not light match near electricity.
The finger prints do not match with these.
4. **Right** - She is right with her thoughts.
Take a right turn at the corner.
5. **Rose** - She has a rose garden.
Sales rose high by 20% this year.
6. **Well** - The meeting went very well.
The dog fell into the well.
7. **Fly** - A fly was buzzing near the window.
Lets fly a kite.
8. **Ruler** - I have a 12 inch ruler.
Akbar was a great ruler.
9. **Saw** - We use saw to cut the wood.
Yesterday, I saw my friend.
10. **Tie** - He had to tie her hands together.
I wear a shirt and tie.

7. PREPOSITIONAL PHRASE

1. He attended the school **inspite of** his illness.
2. There is a big tree **infront** of his house.
3. **Inspite of** facing hardships,he gave money to his friend.
4. **Owing to** his illness,he retired from his job.
5. He got promotion **on account** of his hardwork.
6. Kamal was refused hall ticket **due to** lack of attendance.
7. He won the case **because** of his efforts.
8. **Incase of** any emergency,call the police.
9. Don't use elevators **in the event of** fire.
10. Act **according to** my instructions.

8. PUNCTUATION

PUNCTUATE THE FOLLOWING

1. On the drive he would tell me dont waste your time playing insane games with these kids.
A On the drive he would tell me, “Don’t waste your time playing insane games with these kids”.
2. Bow,wow,wow wagging his tail violently
A “Bow,wow,wow!” wagging his tail violently.
3. Steady old pal weve been through bad things
A “Steady, old pal! We’ve been through bad things.”
4. do you want to buy it
A “Do you want to buy it?”
5. only three years she smiled
A “Only three years,”she smiled.
6. she said where did you find it
A She said,“Where did you find it?”
7. A human how could a human be a teacher
A “A human! How could a human be a teacher?”
8. Oh jim i’m scared
A “Oh, Jim, I’m scared!”
9. She is alive someone said
A “She is alive!”, someone said.
10. Im a grizzly from alaska and ive come to stay
A “I’m a grizzly from Alaska, and I’ve come to stay”.

9. CONNECTORS

A connector may be used to indicate the relationship between the ideas expressed in a clause or a sentence.

Examples

1. **Even if** you saved a lot, you wouldn’t be able to buy that bike. (so that,**even if**, therefore)
2. You should learn more,**otherwise** you might fail in your exams (**otherwise**, although, because of)
3. **Although** he was very tired,he worked very hard. (afterwards, so that, **although**)
4. You’ll be sick **unless** you stop eating so many sweets (whereas, **unless**, otherwise)
5. I’ve never been to kerala **inspite of** having friends and relatives there (**inspite of**, being, so that)
6. They worked hard, **as a result** they became prosperous. (**as a result**, so that, although)
7. **Lastly** I thank my friends for their kind corperation. (afterwards, **lastly**, although)
8. I chose a formal shirt **instead of** a jeans pant. (inspie of, instead, **instead of**)
9. I like to eat all fruits **except** Mango. (accept, all, **except**)
10. **In addition** to a car she has a scooter. (also, additionally, **in addition**)

10. COMPOUND WORD

| S.no | Word 1 | Word 2 | Compound Word |
|------|---------|---------|---------------|
| 1 | Moon | light | Moonlight |
| 2 | Book | mark | Bookmark |
| 3 | Fast | food | Fastfood |
| 4 | Blue | print | Blueprint |
| 5 | Break | fast | Breakfast |
| 6 | Soft | ware | Software |
| 7 | Air | port | Airport |
| 8 | Walking | stick | Walkingstick |
| 9 | Hand | written | Handwritten |
| 10 | Water | fall | Waterfall |
| 11 | Blood | bank | Bloodbank |
| 12 | Watch | dog | Watchdog |
| 13 | Chewing | gum | Chewinggum |
| 14 | Head | light | Headlight |
| 15 | Mouth | wash | Mouthwash |

11. DETERMINERS

Determiners are the words that introduce a noun and provide some information about it.

Fill in the blanks with appropriate determiners

1. How **many** pages did you read? (many, much, more)
2. I am having **a lot of** trouble passing my driving. (more, **a lot of**, much)
3. The case had to be reconsidered with **this** new evidence. (these, **this**, those)
4. Toned milk has **fewer** calories than full cream milk. (less, **fewer**, least)
5. Major changes have taken place in **the** educational services. (a, an, **the**)
6. Taking a hot bath is **a** good way to relax. (**a**, an, the)
7. Slow down, we have **a lot** of time. (more, **a lot of**, much)
8. Have you watched **any** of these movies? (**any**, some, few)
9. I don't take **much** rice. (more, a lot of, **much**)
10. Copper is **a** useful metal. (**a**, an, the)

12. PLURAL FORM

A noun that denotes more than one person or thing is said to be in the plural form. Noun taking different plural form. Noun words with "Y" with a vowel before add "S". Eg: Toys, Rays, Monkeys, Joys,etc. Some nouns do not change while taking plural forms

| | Singular | | Plural |
|----------|-----------------------------|-------|-------------------------------|
| um | Memorandum Stratum | a | Memoranda Strata |
| a | Formula vertebra | ae | Formulae vertebrae |
| is | Analysis Crisis | es | Analyses Crises |
| us | Locus Fungus | i | Loci Fungi |
| x | Box Tax | es | Boxes Taxes |
| oo | Goose Foot | ee | Geese Feet |
| -in- | Son-in-law Father-in-law | s-in- | Sons-in-law Fathers-in-law |
| y | Story Army | ies | Stories Armies |
| ix | Appendix Matrix | ces | Appendices Matrices |
| o | Negro Hero | es | Negroes Heroes |
| ch sh | Bench Dish | es | Benches Dishes |
| f | Leaf Shelf | ves | Leaves Shelves |

| SINGULAR | PLURAL |
|-----------------|---------------|
| Spectacles | Spectacles |
| Scissors | Scissors |
| Scenery | Scenery |
| Information | Information |
| Premises | Premises |
| Trousers | Trousers |
| Furniture | Furniture |
| Deer | Deer |
| Sheep | Sheep |
| Species | Species |
| Crop | Crop |
| Luggage | Luggage |

12. PHRASAL VERBS

A phrasal verb is a verb that is made up of a main verb with an adverb or preposition.

| S.no | Phrasal Verb | Meaning |
|------|--------------|----------------------|
| 1 | back out | withdraw |
| 2 | back up | support |
| 3 | call for | demand |
| 4 | call off | cancel |
| 5 | call on | to pay a short visit |
| 6 | carry on | continue |
| 7 | drop out | discontinue |
| 8 | go after | close, follow |
| 9 | go through | examine |
| 10 | hold up | delay |
| 11 | put off | postpone |
| 12 | search | look up(on) |
| 13 | turn off | stop |
| 14 | put up with | tolerate |
| 15 | gave in | yielded |

14. IDIOMS

Idioms are group of words put together as a unit with a particular meaning.

| S.-no | Idioms | Meanings |
|-------|--------------------------------|--------------------------------|
| 1 | to be in deep water | to be in a difficult condition |
| 2 | tit for tat | revenge |
| 3 | once in a blue moon | very rarely |
| 4 | fall a prey to fit as a fiddle | become a victim |
| 5 | fit as fiddle | in good health |
| 6 | the ball in your court | its your decision |
| 7 | eye wash | something to deceive |
| 8 | take to one's heels | to run away |
| 9 | null and void | invalid |
| 10 | make fun of | ridicule |

15. DEGREES OF COMPARISON

Comparison can be made using the three forms of an adjective.

| Positive | Comparative | Superlative |
|-----------------------------|----------------------------------|---------------------|
| No other + so + adj + as | adj + than + another | the adjective |
| very few + as + adj + as | (more)adj + than + many other | one of the + adj |

| Sno | Positive | Comparative | Superlative |
|-----|------------------|-------------|-------------|
| 1 | good | better | best |
| 2 | bad | worse | worst |
| 3 | little | less | least |
| 4 | much, many, some | more | most |
| 5 | far | further | furthest |

Example:

- i) Positive - Kumar is a kind man.
- ii) Comparative - Tsunami is more destructive than a cyclone.
- iii) Superlative - Mount Everest is the highest peak in the world.

Example for the tabulation

- i) Positive - No other girl is as smart as Sherene.
Comparative - Sherene is smarter than any other girl.
Superlative - Sherene is the smallest girl.
- ii) Positive - Very few movies are as good as Jurassic Park.
Comparative - Jurassic Park is better than other movies.
Superlative - Jurassic Park is one of the best movies.
- iii) Positive - No other playwright is so great as Shakespeare.
Comparative - Shakespeare is greater than other playwright.
Superlative - Shakespeare is the greatest playwright.
- iv) Positive - Very few kings are as famous as Ashoka in India.
Comparative - Ashoka was more famous than other kings in India.
Superlative - Ashoka was the most famous king in India.

- | | | |
|-------------|---|------------------------------------|
| v) Positive | - | No other man was so rich as Bobby. |
| Comparative | - | Bobby was richer than other men. |
| Superlative | - | Bobby was the richest man. |

16. ACTIVE AND PASSIVE VOICE

- | | | |
|---------------|---|---|
| Active Voice | : | Subject does the action |
| Structure | : | Subject + verb + object [svo] |
| Example | : | i) Hari won the prize. ii) Sona sang a song. |
| Passive Voice | : | Something is done to (by) the subject |
| Structure | : | Obj+verb (verb as past participle) + by + sub [ovbys] |
| Example | : | i) The prize was won by Hari. ii) A song was sung by Sona. |

Pronouns change when they change their positions

| | | |
|------|---|------|
| I | - | Me |
| We | - | Us |
| You | - | You |
| He | - | Him |
| She | - | Her |
| It | - | It |
| They | - | Them |

VERBAL FORM

Type-1 Example

S.no Active Voice

1. I write a letter.
2. We must keep the rule.
3. He will finish the work.
4. I had posted a letter.
5. I do not drink tea.

Passive Voice

- A letter is written by me.
The rule must be kept by us.
Work will be finished by him.
A letter had been posted by me.
Tea is not drunk by me.

Type-2 Imperative [Example]

S.no Active Voice

1. Help me.
2. Sing a song.
3. Open the door.
4. Don't eat this fruit.

Passive Voice

- You are requested to help me.
Let a song be sung.
Let the door be opened.
You are warned not to eat this fruit.

| TENSE | ACTIVE VOICE | PASSIVE VOICE |
|--------------------|---------------------------|---------------------------------|
| Simple present | read, reads | is read/ are read |
| Present continuous | is reading/ are reading | Is being read/ are being read |
| Present perfect | has read/ have read | Has been read/ have been read |
| Simple past | read | was read/ were read |
| Past continuous | was reading/ were reading | was being read/ were being read |
| Past perfect | had read | had been read |
| Simple future | shall/ will read | shall/ will be read |
| Future perfect | shall/ will have read | shall/ will have been read |

17. CLAUSES AND PHRASES

I. CHOOSE EITHER PHRASE OR CLAUSE OF THE FOLLOWING

1. He works hard everyday. (clause/ phrase)
2. After a good day. (clause/ phrase)
3. This car is not working. (clause/ phrase)
4. Whenever he gets cold (clause/ phrase)
5. Working for himself (clause/ phrase)

II. IDENTIFY THE DEPENDENT AND INDEPENDENT CLAUSE OF THE FOLLOWING

1. Sanjai is a talented player though he is out of form.
Independent Clause Dependent Clause
2. Kavin bought a car which was too expensive.
Independent Clause Dependent Clause
3. If you don't study well, you won't pass the exam.
Dependent Clause Independent Clause
4. Kalpana wants to buy a phone but she does not have money.
Independent Clause Dependent Clause

18. MODAL

Modals are special verbs which behave irregularly in english

| Modals | Semi Modals |
|----------------|-------------|
| can - could | need, dare, |
| may - might | used to, |
| shall - should | ought to |
| will - would | |
| must | |

Examples

1. **Shall** I come with you ? [shall, will]
2. There was a time when I **used to** stay up very late [used to, used as]
3. It is snowing outside so I **should** stay at home [could, should]
4. Our country **may** become a super power by 2025 [can, may]
5. **Would** you mind if I borrow your car? [would, could]
6. We **ought to** complete our home work. [ought to, could]
7. We **must not** drink beverages. [must not, could]
8. How **dare** you talk like this? [dare, could]
9. He **need not** cook dinner. [need to, could]
10. **Can** she play violin? [can, could]

19. DIRECT AND INDIRECT SPEECH

Direct Speech

Quoting the exact words of the speaker . Eg: David said "I am writing a letter now".

Indirect Speech

Reporting of what a speaker said without quoting his exact words.

Eg: David said that he was writing a letter than

| S.no | Kinds of sentences | said to | conjunction |
|------|---|--|--------------------------------|
| 1 | statement | told,said | that |
| 2 | Interrogative wh question No 'wh' question | asked,required, questioned asked,required, questioned | 'No' conjunction whether,If |
| 3 | Imperative | asked,required,questioned | 'to' |
| 4 | Exclamatory | exclaimed,regretted | 'that' |

Examples

1. Statement

- a) He says,"I am glad to be here this evening."
He told that he was glad to be there that evening.
- b) "I will work hard to get first class.", said Ravi.
Ravi said that he would work hard to get first class.

2. Interrogative

- a) "Who is the best player here?", she asked.
She asked who was the best player there.
- b) "Are coming home with me?", he asked.
He asked whether I was going home with him.

3. Imperative

- a) "Bring me a cup of tea.", said Danush.
Danush ordered to bring him a cup of tea.

- b) "Please give me something to eat" the old man said to them.
The old man requested them to give him something to eat.

4. Exclamatory

- a) "Oh 'what a beautiful flower that is!'", said she.
She exclaimed that it was a beautiful flower.
- b) "Alas! I have broken my brother's watch", said he.
He exclaimed sorrowfully that he had broken his brother's watch.

20. REARRANGE

Rearrange the jumbled words to meaningful sentences

1. life/is/water/of/the/all/basis

A Water is the basis of all life.

2. Tamilnadu/a/is/folk/dance/popular/of karagattam

A Karagattam is a popular folk dance of Tamilnadu.

3. dull and/Tom was/depressed

A Tom was dull and depressed.

4. In Tamilnadu/parai attam/type of dance/is a special

A Parai attam is a special type of dance in Tamilnadu.

5. morning/the sun/in the/rises

A The sun rises in the morning.

6. the iron cross/to the little girl/gave/the/narrator

A The narrator gave the iron cross to little girl.

7. results/they/the/will/publish

A They will publish the results.

8. was/alone/the/seagull/young/his/on/ledge

A The young seagull was alone on his ledge.

9. You/believe/hear/should/what/never/you/ever

A You should never believe whatever you hear.

10. why/Nagen/uncle/we/were/there/asked

A Uncle Nagen asked,"why we were there?"

21. SPOT THE ERROR

Check for the following errors in the sentences

- Subject and verb are conformity
- Correct singular plural
- Correct article and preposition
- Correct usage of conjunction
- Correct sentence of transformation
- Correct degree of comparison

I ARTICLE ERROR

1. I saw an one eyed man
I saw a one eyed man
2. Ragu holds a MA degree.
Ragu holds an MA degree.

3. Cow gives us milk.
The cow gives us milk.

II PREPOSITION ERROR

1. I prefer coffee than tea.
I prefer coffee to tea.
2. Ram married with Rekha.
Ram married Rekha.
3. He met with my parents.
He met my parents.
4. The book is in the table.
The book is on the table.

III SUBJECT-VERB AGREEMENT ERROR

1. One of these car is defective.
One of these cars is defective.
2. Mathematics are the queen of all subjects.
Mathematics is the queen of all subjects.
3. The poilce is coming.
The poilce are coming.

IV SUBJECT-VERB AGREEMENT ERROR

1. I have two brother.
I have two brothers.
2. Ten thousand rupees are my salary.
Ten thousand rupees is my salary.

V IF-CLAUSE ERROR

1. If I were rich I will buy a car.
If I were rich I would buy a car.
2. If he played well, he would have won.
If he played well, he would won.

VI DEGREES OF COMPARISON ERROR

1. Swetha is so tall as Ramya.
Swetha is as tall as Ramya.
2. No other car is as fast as Ferrari.
No other car is so fast as Ferrari.
3. The elephant is largest animal.
The elephant is the largest animal.

VII GENDER ERROR

1. Mrs.Manju is our school head master.
Mrs.Manju is our school head mistress.
2. Vijay is beautiful.
Vijay is handsome.

VIII ADJECTIVE / ADVERB ERROR

1. Karan feels sadly.
Karan feels sad.
2. Kanish is superior than Pranesh.
Kanish is superior to Pranesh.
3. He is very good to be a student.
He is too good to be a student.

Example

SPOT THE ERROR AND RECTIFY IT

1. I met an European yesterday.
I met a European yesterday.
2. Children are happy to see the dear.
Children are happy to see the deer.
3. Though he is poor but he helps others.
Though he is poor he helps others.
4. My father buy a new car yesterday.
My father bought a new car yesterday.
5. Akbar was one of the greatest king in India.
Akbar was one of the greatest kings in India.

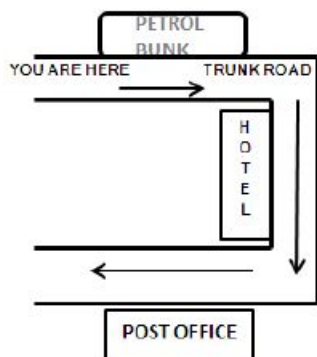
22. PARTS OF SPEECH

| S.NO. | NOUN | VERB | ADJECTIVE | ADVERB |
|-------|-------------|----------|------------|-------------|
| 1 | sense | sense | sensible | Sensibly |
| 2 | Imagination | Imagine | Imaginable | Imaginably |
| 3 | Beauty | Beautify | Beautiful | Beautifully |
| 4 | Excitement | Excite | Excited | Excitedly |
| 5 | Difference | Differ | Different | Differently |
| 6 | Bravery | Brave | Bravely | Bravely |
| 7 | Obedience | Obey | Obedient | obediently |
| 8 | Migration | Migrate | Migrant | Migratory |
| 9 | Depth | Deep | Depth | Deeply |
| 10 | Length | Long | Length | lengthy |

NON-TEXTUAL QUESTIONS

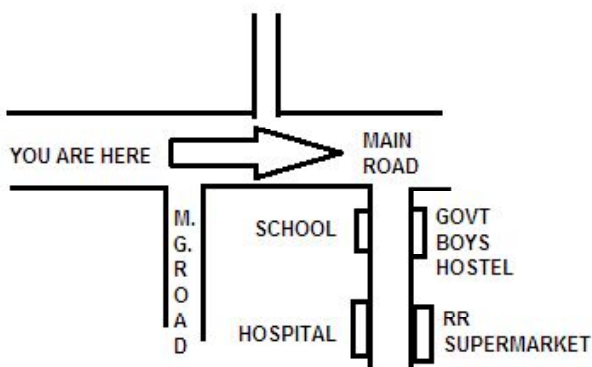
ROAD MAP INSTRUCTIONS

1. Observe the map given below and write the instructions required: Guide the stranger to the post office



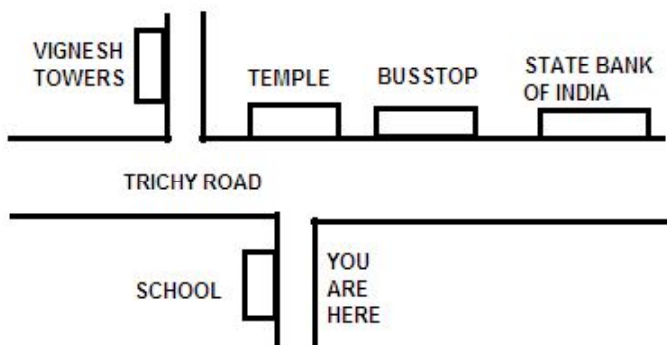
1. Walk along the trunk road.
2. You will come across a petrol bunk on your left.
3. At the end of the trunk road turn right and go ahead.
4. A hotel will be seen on your right side and after a few steps turn again right side.
5. Proceed further you will see the post office.

2. Your brother needs to go to the hospital to visit your sick aunt: Guide him to reach the hospital in about 50 words

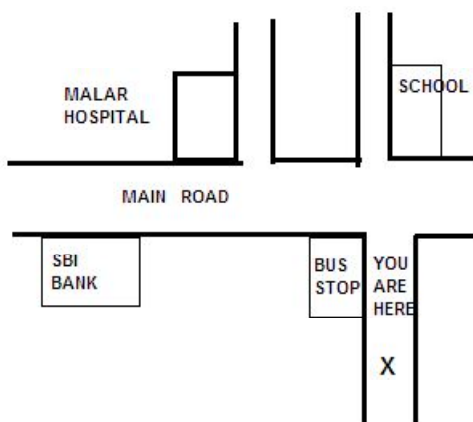


1. Walk along the main road.
2. Cross over the MG Road which will be on your right.
3. Walk further and turn right on the next turning.
4. You will come across a school on your right and Govt Boys Hostel on your left.
5. Go further and you will reach the hospital on your right just opposite to RR supermarket.

3. You are in front of your school. A woman comes to you and asks you to show the way to State Bank of India. Give Instructions to help her.

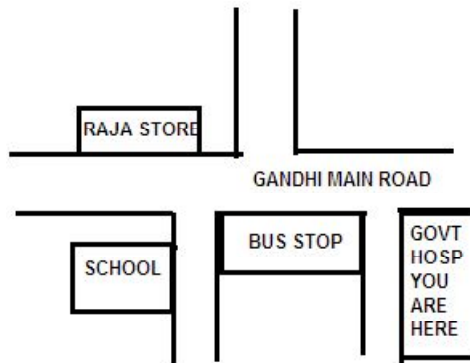


1. Walk straight to Trichy road.
2. After reaching Trichy road turn right and proceed further.
3. You will come across a temple and a bus stop on your left.
4. On walking further you will reach the State Bank of India on your left.
4. **Guide the stranger to Malar hospital. Write the instructions required.**



- 1 Walk straight ahead to reach the main road.
- 2 Turn left.
- 3 Go past the bus stop on your left.
- 4 Keep walking.
- 5 You will see the malar hospital on your right after the lane.

5. You are near the Government Hospital. A stranger asks you to direct him to a near by school. Guide him with your directions.



- 1 Go straight on this road.
- 2 Take the left turn you will be on the Gandhi main road.
- 3 Go ahead and cross the bus stop.
- 4 Take the left near the bus stop and walk ahead.
- 5 You will find the school on your right side.

NOTICE WRITING

1. You are Roopa/Rithesh, the cultural secretary of M.R.V High School, Madurai. You have been asked to inform students of class X about an Inter School Dramatics Competition. Draft a notice not more than 50 words for the students Notice Board with all necessary details. Put the notice in a box.

NOTICE

M.R.V.PUBLIC SCHOOL, MADURAI

DRAMATICS COMPETITION-AUDITION

30th July, 2019

An Inter School Dramatics Competition will be held on 30-08-2019 at Nalanda Hall. An audition will be held to select students for the school team. Interested candidates may give their names to the undersigned. The details are given below:

| | | |
|----------------------------|---|-------------------|
| Date | : | 07.08.2019 |
| Time | : | 10.30 am |
| Venue | : | School Auditorium |
| Last date for Registration | : | 05-08-2019 |

Roopa
Cultural Secretary

2. **You are Amit/Amita, Head of the Sports Club in your school. Your School is participating in the National Chess Championship next month. Write a notice in not more than 50 words to students inviting them to participate.**

NOTICE
DAV.PUBLIC SCHOOL, CHENNAI
NATIONAL CHESS CHAMPIONSHIP

08th March, 2019

The National Chess Association is going to have its National Chess championship in Manali next month. Students interested in participating are requested to collect the registration forms and assemble in the sports complex on 12 March at 3 pm for the selection round.

Amita
Head, Sports Club

3. **You are Suman, Secretary, Science and Technology Forum, Chennai. Inform all the students of the School through a notice that there will be some special lecture today**

NOTICE
SCIENCE AND TECHNOLOGY FORUM, CHENNAI

20th March, 2019

You all are informed that science and Technology Forum has decided to organize a guest lecture on latest mobile technology and computer technology on 23rd March 2019. Dr.Sundar will be the Chief Lecturer. The timings are 2-4 p.m. at the open air auditorium of the school. The School management wants all the students to participate in this lecture.

Suman
(Secretary)
Science and technology forum

4. **Suresh/ Surekha is the incharge of Extra Curriculum Activities of Rohit Model School, Coimbatore. The School is organizing an Inter School Competition between Rohit Model School and Rukhmani Devi School, Coimbatore. The competitions organized will be dabate, singing, mimicry and in sport, table tennis, Cricket, kho-kho and volley ball. Write a notice to inform all the students.**

NOTICE
ROHIT MODEL SCHOOL, COIMBATORE

16th September, 2019

Inter School Competition

Our School has organized an Inter-School competition from 20th to 22nd of september, 2019 with Rukhmani Devi School, Coimbatore. Nominations are invited from the students who are interested in taking part in debate, singing, mimicry and in sport, table tennis, Cricket, kho-kho and volley ball. Please give your name to me at the staff room during the lunch time.

Suresh
Head of Incharge
Exp.Curricular Activities

5. You are Secretary Resident Welfare Society, Sundar Nagar, Chennai. Write a circular, which could be sent to all the members of the society to discuss the frequent power cuts and water supply and the ways how to overcome from this situation. you are Raghu Veer Singh

NOTICE

RESIDENT WELFARE SOCIETY, CHENNAI

3rd June 2019

All the respected members of the society are humbly requested to assemble in the community hall by 8.00 am on 10.06.2019 to discuss the frequent power cuts and water supply. Your valuable suggestions will help us to resolve the problems smoothly.

Raghu

Secretary

NOTE MAKING

1. Make notes of the following passage and prepare a summary using the notes.

Prevention is better is than cure, is a proverb and is recognised as the only way to get rid of Malaria completely is to get rid of mosquitoes. Malaria was associated with damp and the marshy land. Stagnant water is the breeding place of mosquitoes. It begins as a larva in water and malaria does not frequently occur in desert. The only way to destroy malaria is to prevent their breeding in stagnant water. This can be done by coating the stagnant water with a film of kerosene oil which can kill the larva.

Note making

Proverb-Prevention is better than cure-better to prevent-Malaria-than to get rid of mosquitoes-breeding grounds-damp and marshy land-stagnant water-not in desert-to destroy malaria-prevent-breeding-by coating-film of kerosene oil-kill larva.

Summary : Rough Draft

As the proverb reads, "Prevention is better than cure" it is better to prevent Malaria by getting rid of mosquitoes. The breeding grounds of mosquitoes should be destroyed by pouring film of kerosene in stagnant water that can kill the larva

Fair Draft

PREVENTION IS BETTER THAN CURE

As the proverb reads, "Prevention is better than cure" it is better to prevent Malaria. The breeding grounds of mosquitoes should be destroyed by pouring a film of kerosene in stagnant water.

No of words in the passage : 93

No of words in the summary : 32

2. Make notes of the following passage and prepare a summary using the notes.

India's employment landscape is undergoing a metamorphosis. Public sector bank jobs are once again emerging as coveted career options and simultaneously, evolving as one of the top recruiters of fresh graduates in the country. With high social acceptance for these jobs and good pay scales, it is not without reason that there is a huge demand for them. Incidentally, over 60,000 new vacancies are advertised annually and several applicants vie for seats. The selection process is through competitive exams conducted by the Indian Banking Personnel Selection Board and the State Bank of India. These bank exams are not tough. They test quantitative reasoning and verbal abilities along with general awareness of the individual.

Note Making

India's employment landscape-undergoing-metamorphosis-Public sector-emerging-career options-top recruiters-fresh graduates-in country-high social acceptance-good pay scales-make-huge demand-vacancies-advertised-selection process-through competitive exams-not tough-quantitative reasoning-verbal abilities-general awareness.

Summary : Rough Draft

India's employment landscape is undergoing a metamorphosis with more career options from public sector bank. There is huge demand for them as they provide good pay scale. The selection process is through competitive exams. They tests quantitative reasoning, verbal abilities and general awareness.

Fair Draft

EMERGING TRENDS IN EMPLOYMENT

India's employment landscape is changing with more career options from public sector banks. There is a huge demand for them as they are attractive. The selection is through competitive exams with quantitative reasoning, verbal abilities and general awareness.

No of words in the passage : 113

No of words in the summary : 38

3. Make notes of the following passage and prepare a summary using the notes.

Any polished surface which reflects light is a mirror. Most mirrors are made of smooth glass. These glass strips are backed with a very thin layer of aluminium. Not all mirrors are flat. Convex mirrors bulge outwards. They make things look smaller. But they give us a wider view. They are often used as driving mirrors in cars. They are also used as security mirrors in shops. Concave mirrors curve inwards. They are used as shaving mirrors, because they magnify things which are close. With distant things, They produce a tiny upside-down image. In large telescopes they are used to collect and focus the light.

Note Making

Mirrors-polished surface-reflects light-most mirrors-made of-smooth glass-backed with-very thin layer-of aluminium-mirrors-flat or cuved-convex mirrors-bulge outward concave mirrors-curve inwards-convex mirrors-used as-driving mirrors-concave mirrors-used as-shaving mirrors-because it magnify-used in large telescope to collect and focus the light.

Summary : Rough Draft

Mirrors are polished surface which reflects light. They are made of glass and coated with aluminium. They are flat and curve. Convex mirrors are used as driving mirror. Concave mirrors are used as shaving mirrors. In large telescope they focus the light.

Fair Draft

ALL ABOUT MIRRORS

Mirrors are polished surfaces which reflect light. They are made of glass and coated with aluminium. They are flat and curved. Convex mirrors are used as driving mirrors. Concave mirrors are used as driving mirrors. Concave mirrors are used as shaing mirrors.

No of words in the passage : 106

No of words in the summary : 35

4. Make notes of the following passage and prepare a summary using the notes.

Be it a public transport system, railway stations or government offices in the state, the differently-abled people here are at the receiving end, thanks to the infrastructures facilities built without taking them into consideration. A part from the humiliation they face from the people they come across, they are also forced to undergo hardships in using public spaces and toilets. Due to absence of rails, ramps and toilets people with more than 50 percent disability are the worst affected as they have to crawl on the floor to use the public toilets.

Note Making

Differently-abled-face difficulties-at public transport system-railway station-government offices-no proper infrastructure facilities-to use-without hardships-absence of rails-ramps-in toilets-disabled people-worst affected-they crawl on floor-to use the public toilets.

Summary : Rough Draft

Differently-abled people face difficulties in public places as they do not provide proper facilities. Due to absence of rails, ramps and toilets 50% of disabled people are worst affected. They crawl on the floor to use public toilets.

Fair Draft:

DIFFICULTIES OF THE DIFFERENTLY-ABLED

Differently-abled people face difficulties at public places as they do not provide proper facilities. Due to absence of rails, ramps and in toilets 50 percent of disabled people are worst affected. They crawl on floor to use the public toilets.

No of words in the passage : 92

No of words in the summary : 39

PREPARING A SPEECH - ON A GIVEN TOPIC

1. How do you prepare a speech for the morning assembly, stressing on the importance of 'Sound mind in a sound body'.

Respected teachers and students

Warm greetings to all of you

I am here to deliver a speech on "Sound mind in a sound body".

'A sound mind in a sound body' is the adage. It is true and worthy. The mind when free from pain or physical stress thinks clearly and remains active. It has the ability to march towards its goal as there are no stress psychologically and physically due to fear and illness. Active exercises, fresh air, activities like cycling, swimming and walking refresh the mind and keep it cheerful and relaxed. To overcome our stress we should play our favourite game, be it chess, cricket or any other game and remain calm and relaxed. Hence sports is an essential part of life.

Thank you for listening to my speech

2. Prepare a speech in about 80-100 words of the morning assembly on highlighting the importance of saving water.

Respected teachers and students

Warm greetings to all of you

I am here to deliver a speech on "Saving water".

Water is used by us for various purposes. Water is used for drinking. The human body depends on water for survival. Water is used for cooking food too. The water that

we need for consuming must be clean, potable water. If humans use dirty or contaminated water for these for these purposes they can fall sick and die from diseases. Therefore for good health we need clean drinking water to be available for our use. Water is also needed for farming. We also use water to maintain personal hygiene. We also need water to wash our clothes, and also to keep our homes and surroundings clean.

3. Prepare a speech in about 80-100 words of the morning assembly on highlighting the importance of conservation of Nature

Respected teachers and students

Warm greetings to all of you

I am here to deliver a speech on "Importance of conservation of Nature".

Nature fulfils our basic requirement to live by providing us air, water, land, sunlight and plants. These resources are further used to manufacture various things that make life more convenient and comfortable for the human beings. As a result, many of these resources are depleting at a fast pace and if it continues this way then the survival of human beings as well as other living beings on Earth would become very difficult. Conservation of Nature means the preservation of forests, land, water bodies and conservation of resources such as minerals, fuels, natural gas, etc. to ensure that all these continue to be available in abundance.

4. Prepare a speech in about 80-100 words of the morning assembly on highlighting the importance of Saving Trees

Respected teachers and students

Warm greetings to all of you

I am here to deliver a speech on "Saving Trees".

Trees play a significant role in our daily life. Trees provide oxygen. They absorb carbon dioxide, thereby reducing the global warming. They provide food for us and also for forest animals. Trees offer habitation to birds, insects, lichen and fungi. Their trunks provide hollow cover needed by species bats, wood boring beetles, owls and wood peckers. They benefit the environment by the way of preventing soil erosion and flooding. They reduce the speed of the wind. They act as natural air conditioners by cooling the roadsides by their shades. They are helpful for the children to play in and discover their sense of adventure. They also help in protecting us from the harmful effect of ultra-violet rays. So it is our responsibility to save trees.

Thank you for listening to my speech

5. Prepare a speech in about 80-100 words on Peacock

Respected teachers and students

Warm greetings to all of you

I am here to deliver a speech on "Peacock".

Peacock is one of the most beautiful birds on the earth. It is particularly known for its colourful feathers that are a sight to behold. It looks best when it dances merrily in the rain. Peacock is national bird of India. It finds several references in Indian mythology and history. It is known for its metallic blue and green colour and spectacular feather. These are also considered auspicious and are used to bring good luck and prosperity. Peacock has inspired many notable artists in the past and continues to do so.

Thank you for listening to my speech

PARAGRAPH WRITING

1. Write a paragraph of 100 - 120 words about 'CLEAN INDIA CAMPAIGN'

CLEAN INDIA CAMPAIGN

The 'Clean India Campaign' or 'Swachh Bharat Abhiyan' launched by our prime Minister, Mr.Narendra Modi was implemented to fulfil the vision of a clean India. But it has not been as effective as it should have been opinions polls conducted in various cities of India suggested that nearly two-thirds of the residents surveyed felt there was no impact of the campaign on their city or surroundings. The fact remains that the government alone cannot bring about a change unless we the people take initiatives to keep our surroundings clean. It is all about changing our attitude which cannot be changed by imposing fines or punishments. There is a significant percentage of our population who are totally unaware of and neglect basic cleanliness hygiene. These are people who don't even think once before littering on the road or throwing garbage anywhere and everywhere. Their lack of awareness has led to ineffectiveness of such cleanliness initiatives. It is important to sensitize people on the importance of hygiene and cleanliness through awareness programmes in electronic, print and social media. Enlightened people need to work with not only individuals but also organisations to make those people aware of the importance of cleanliness.

2. Write a paragraph of 100 - 120 words about 'RIVER POLLUTION'

RIVER POLLUTION

It is indeed unfortunate that rivers, which are our largest source of water are victims of pollution. Countless tanneries, chemical plants, textile mills, slaughter house, hospitals contribute to pollution of rivers by dumping untreated waste into it. People who do not have the proper living conditions in India, resort to carrying out all their daily activities like bathing, washing and defecation, on the bank of rivers, and thus pollute them. Discharge of sewage and other domestic waste into the rivers is yet another environmentally hazardous practice, that is polluting the rivers. Religious practices also demand that floral offerings be cast off in rivers and the ashes, after cremating a person should also be poured into rivers. Unfortunately one concludes despite laws dealing with the task of prevention and control of river pollution there is no end to the misery we humans inflict on our rivers.

3. Write a paragraph of 100 - 120 words for your school magazine. Describing your experience in your school picnic.

SCHOOL PICNIC

School picnics are the most awaited ones. They are with great fun. The memories of school picnics are the one to be cherished for a lifetime. This year's picnic was destined to be at Mamallapuram which is situated around 60 km from Chennai. On the day of the picnic, we reported to the school assembly hall at 5 am. Since it was the last week of December, the weather was very cold. The school bus departed at sharp 5.10 am in the morning. Almost one and a half hour travel to the heritage town felt like a matter of few minutes. We reported to the guest house at around 6.30 am., we were all provided welcome drinks. Then we left for the Shore Temple. Sunrise at Shore Temple is an unforgettable sight. Five Rathas, Cave Temple, Tiger Cave, Elephant and other creatures carved in granite, Arjuna's Penance, Lord Krishna's butter ball (a huge stone almost spherical in shape) are the important sculptures to be seen there. It was the most exciting part of the picnic. Then we had lunch, followed by some fun activities. The time had passed so soon that we couldn't even realize the day was over. This was indeed a day I will remember for a long time.

DIARY WRITING

- 1. Write a diary entry in 60-80 words describing your thoughts about Water Scarcity**

DIARY ENTRY ABOUT WATER SCARCITY

12-10-2018, Friday

9.30 p.m

Dear diary,

People are suffering due to water scarcity everywhere. Do you know the reasons for water scarcity? It is mainly because of excess population growth and mismanagement of water resources. Inefficient use of water for agriculture is prevalent everywhere. Traditional water recharging areas are reduced due to rapid construction of residential and commercial buildings. Sewage and waste drainage management is not properly implemented. These sewage disposal lines are connected to water bodies. Chemicals and effluents are dumped into rivers, streams and ponds. De-silting operations in large water bodies like dams, lakes, ponds are not being carried out at proper timings. Hence water storage capacity during monsoon is not enhanced. All these problems should be solved.

Rajan

- 2. Write a diary entry in 60-80 words describing your thoughts about the Effect of a Earthquake**

DIARY ENTRY ABOUT THE EFFECT OF A EARTHQUAKE

29-09-2018, Saturday

9.30 p.m

Dear diary,

Today an earthquake hit Indonesian city of Palu. The Richter magnitude scale of the earthquake is 7.7 and 384 people had been killed and the death toll was expected to rise. Most deaths are caused by the collapse of structures and the construction practises also play a major part in the death toll of an earthquake. Other effects such as landslides, soil liquefaction, and tsunamis have also played important role in destruction produced by earthquakes.

Chandran

- 3. Write a diary entry in 60-80 words describing your thoughts about Union is Strength**

DIARY ENTRY ABOUT UNION IS STRENGTH

14-08-2018, Tuesday

9.30 p.m

Dear diary,

The topic that I am going to talk about is "Union is Strength." In a word, unity means oneness or togetherness. When there is oneness there is likely to be more strength in opinion, more strength in action and more strength in character. For example: if you take a stick, it could break easily. But when you take a bundle of sticks, it is hard to break. This is the unique power of unity. One very good example is this Elocution contest. All the rotarians are united in their stand. They work hard to make this elocution contest a success. Unity among the various races is vital for the progress of the nation as the saying goes; "United we stand, Divided we Fall".

Rajesh

SLOGAN WRITING

| S.NO. | PRODUCTS | SLOGANS |
|-------|---------------|--------------------------------|
| 1 | Shampoo | Smooth and silky |
| 2 | Glass | Handle with care |
| 3 | Dress | Modest and smart look |
| 4 | Tooth paste | Pearls in your mouth |
| 5 | Eraser | Erases everything but the past |
| 6 | Lens | Gives clear vision |
| 7 | Tea | The cup that cheers |
| 8 | Mobile phones | Connecting people |
| 9 | Boost | Secret of my energy |
| 10 | Camera | Say cheese and freeze |

HINTS DEVELOPMENT

1. Develop the following hints into a meaningful paragraph

A rich farmer - lot of land - cattle and servants - two sons - happy life - after some years - younger son - unhappy - asked for share - property - not listen - father's advice - got his share - sold all - went away - far country - bad ways - all money spent - poor - no help - realised mistake.

Answer

The Prodigal Son

Once there was a rich farmer in a village. He had a lot of land, cattle and many servants. He had two sons. He led a happy life. After some years the younger son felt unhappy. He asked his father for his share of the property. His father tried to advice him. But he would not listen to his father's advice. He got his share and sold them. He had a huge amount. He fell into bad ways because of evil company. All the money was spent. He soon became poor and there was no one to help him. He realised his mistake. We should always obey our parents.

2. Develop the following hints into a meaningful paragraph

Trees - wealth of nation - not cut down - aid rainfall - forests - natural resources - students - aim - plant two saplings - life time - encourage - schools, colleges - awareness in public - save trees - prevent deforestation - cutting down trees.

Answer

Trees - Life of Earth

Trees are the wealth of a nation. We should know their importance. We should not cut down trees as they aid rainfall. Forests are our natural resources. As students, we can do a lot for saving our natural resources. We should aim at planting two saplings in one's lifetime. In schools and colleges many awareness programmes should be conducted and such programmes should be taken to the public. We should prevent others from cutting down the trees and also discourage deforestation. Save Trees!

DIALOGUE WRITING

1. Gokul enters a shop and asks for a pair of slippers. write a dialogue between Gokul and Salesman

| | |
|-----------------|---|
| Salesman | Good morning sir. Do you want shoes and slipper? |
| Gokul | I want a pair of slippers. |
| Salesman | Kindly choose your variety. |
| Gokul | Please take the white colour slippers from the first rack. |
| Salesman | What is your size sir? I'll get the same type in your size. |
| Gokul | My size is 8. How much it is? |
| Salesman | It is 350 only. |
| Gokul | O.K You can pack it. Here is the money. |
| Salesman | Thanks you Sir. |

2. Write a dialogue with atleast five utterances between a bank manager and a student who wants to open a bank account.

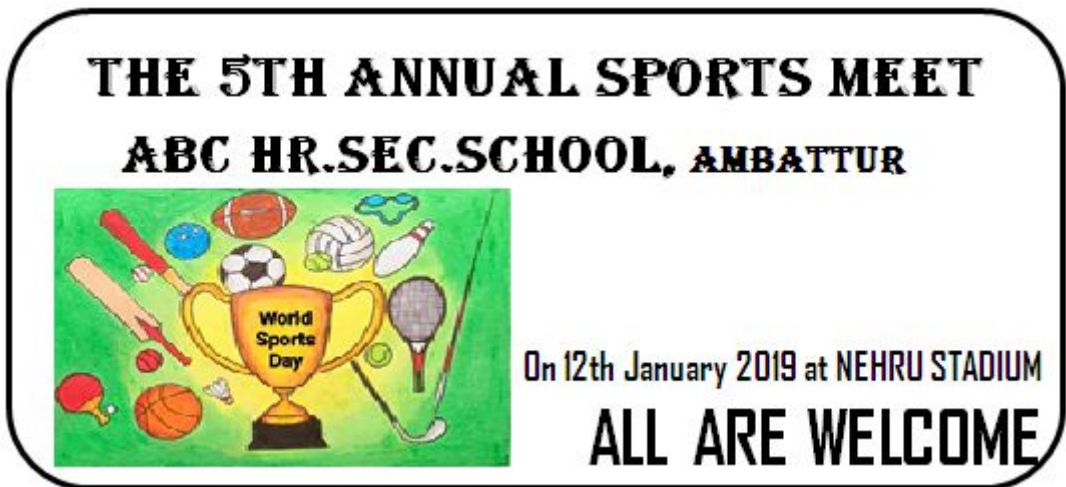
| | |
|---------------------|---|
| Student | Good morning sir. I wish to open a Savings account. |
| Bank Manager | Good morning. Go through this application please. |
| Student | What details should be filled in this? |
| Bank Manager | Fill in your address, occupation and personal details. |
| Student | How much should I deposit? |
| Bank Manager | You should deposit 500 atleast. If you need a cheque book then you should deposit 1000. |
| Student | Should I submit any documents? |
| Bank Manager | Bring a copy of your smart card, aadhar card and two passport size photos. |
| Student | Sure sir, Thank you. |
| Bank Manager | Come with all the papers. |

3. Write a dialogue between Venkat and Harish's mother where Venkat has come to visit Harish in his house.

| | |
|------------------------|--|
| Venkat | Hello Aunt! Is Harish at home? |
| Harish's mother | Hello Venkat. No, he is not at home. |
| Venkat | I wanted a book from him. Where has he gone? |
| Harish's mother | He has gone to a near by shop. |
| Venkat | When will he be back? |
| Harish's mother | Within half an hour. Why don't you wait for him? |
| Venkat | Its okay aunty. Can you please ask him to call me when he is back? |
| Harish's mother | I will surely tell him. |
| Venkat | Thank you aunty. |

POSTER MAKING

1. The sports club of your school is organizing a sports meet at Nehru Stadium. Design an attractive poster for the same.



2. Prepare a poster on 'Save Water'



PICTURE COMPOSITION

LOOK AT THE PICTURE AND EXPRESS YOUR V

Tips on Views on Pictures

1. Understand the picture
2. Identify the theme
3. Bring out the causes
4. Suggest a remedy
5. Write about ten sentences with coherence
6. Give a title

EXERCISES

Look at the picture given below. Express your views on it in about five sentences

1.



1. In the picture depicts the wastage of water.
2. The tap is opened and the water is overflowing from a bucket
3. At every place, people are suffering from water scarcity.
4. So, it is our duty to avoid wastage of water.
5. We should create awareness on saving water among other.

2.



1. In the given picture, two persons are practicing SILAMBAATTAM.
2. It is a martial art form, practised from the days of Tamil Kings.
3. It has metamorphosed into a non-violent form of folkdance, adding stepping styles into the dance to the measure of time.
4. This martial art form also teaches the performer methods of self-defense.
5. Silambam was banned in Tamil Nadu during the British rule. The British viewed this martial art as a potential threat in the face of revolts.

3.



RAILWAY PLATFORM

1. This is a scene on a railway platform.
2. We see passengers getting down from the train with their luggage.
3. More of them are waiting to board it.
4. The passengers are standing before a sleeper class compartment.
5. Yet boarding and alighting will be more convenient if the passengers queue up.

POEM COMPREHENSION

Read the poem and answer the questions

- a) When things go wrong as they sometimes will,
When the road you're trudging seems all uphill,
When the funds are low and the debts are high,
And you want to smile, but you have to sigh,
When care is pressing you down a bit,
Rest if you must, but don't you quit,
Success is failure turned inside out,
The silver tint of the clouds of doubt,
It may be near when it seems afar

QUESTIONS

1. **According to the poet, what happens to our funds and debts?**
Our funds becomes low and the debts are high.
2. **What should we do when care is pressing?**
When care is pressing us down we should never quit.
3. **What is Success?**
Success is failure turned inside out.

